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E. Evaline Echols

Louisiana State University and Agricultural & Mechanical College

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**Factors influencing the selection of business majors as perceived
by university business students**

Echols, E. Evaline, Ph.D.

The Louisiana State University and Agricultural and Mechanical Col., 1990

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Ann Arbor, MI 48106

**FACTORS INFLUENCING THE SELECTION OF BUSINESS MAJORS
AS PERCEIVED BY UNIVERSITY BUSINESS STUDENTS**

A Dissertation

**Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy**

in

The School of Vocational Education

by

**Evaline Echols
B.S., Lee College, 1970
M.Ed., University of Tennessee, 1981
August 1990**

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ABSTRACT

The objectives of this study were to: describe business majors in Tennessee universities affiliated with the National Association of Business Teacher Education (NABTE), compare the demographic characteristics of business students among groups of majors, determine the perceived degree of desirability of various business majors, determine the perceived influence of various factors on the selection of a college major by business students and groups of business majors, determine why business students did not choose business teacher education as a major, determine student perceptions toward careers and majors, and compare student perceptions toward careers and majors among different groups of business majors.

A researcher designed questionnaire was administered to a modified cluster sample of 366 business students in six NABTE affiliated universities in Tennessee. Two junior level core business classes at each of the six universities participated in the study.

Findings indicated that the largest number (97 or 26.5%) of business students chose Accounting as their major while only 4 (1.1%) chose Business Education. When comparing the five groups of majors, the Management/Marketing group had the largest number of majors (123 or 33.6%).

Three factors were perceived to be most influential in choosing a business major: (1) potential income, (2) offers broad job opportunities, and (3) type of work involved in this field. Business students perceived the following three factors as most influential in their decision not to choose business teacher education as a major: (1) potential income, (2) I am not familiar with business education as a major, and (3) the type of work involved in teaching.

The researcher recommends that colleges and universities strengthen their recruitment program in business teacher education, emphasizing the new or different career options available to business education graduates. Further research to determine why students are choosing an Accounting major is recommended.

CHAPTER I

INTRODUCTION

Historically, the goal of business teacher education was to prepare secondary school business education teachers. In the 1990's this goal is restrictive, since secondary school enrollments are declining and the opportunities for business teacher education graduates are expanding. The goal must now include preparing business teachers for positions in all educational settings (Kaliski, 1987).

Calhoun (1981) points out that business education has different emphases at various levels. In colleges and universities, the focus is on development of administrative and managerial competence or on teacher education for business. Junior colleges and vocational schools tend to specialize in job preparation. At the secondary level, a two-fold emphasis stresses: (1) academic subject matter intended to develop broad business-economic understandings needed by all responsible citizens and (2) vocational knowledges and skills designed to prepare one for initial employment in a business career.

Milbergs (1982) emphasized the challenge in business education to meet the business needs of the future. He stated that business teachers play a crucial role in preparing students to understand the key issues involved in the transition to the new information technologies pervading all areas of society. Teaching students to be flexible and to

cope with the dynamics of change in the work setting will become more crucial in the 1990s than in previous years.

Clayton (1980) emphasized that the increased demands for students in the world of business and related areas are probably without precedent. Therefore, it is a basic assumption and/or principle that with these demands, there should be a co-existing demand for pre-service and in-service programs to supply students (prospective and experienced teachers) to assist in fulfilling these demands.

In an "Action Plan" by the Policies Commission for Business and Economic Education (1987), suggestions for strengthening business teacher education called for program improvements, professional liaisons, and student recruitment. The concluding statement in the "Action Plan" reminded business educators that "as we work to strengthen our position and to effect positive change at all levels of business education, we must remain aware of the fact that we, as a profession, are only as strong as our business teacher education programs" (p. 11).

In the 1980s, four-year colleges and universities in the United States experienced a trend of decreased enrollments in a number of business teacher education program. According to Calhoun (1983), collegiate level business teacher education programs may be facing the most serious recruitment challenge in their history.

In a paper presented at the American Vocational Association Meeting in 1985, Gades emphasized that, in the face of increased demands for students in the world of business, business teacher education enrollments continued to show great declines during the 1980s. In the wake of the declining enrollments in business teacher education, the United States Department of Labor projections of worker needs for the 1980s and 1990s indicate that administrative support employees will comprise the largest single employment group (Maedke, 1982).

Declining enrollments at the public school and college levels are affecting all teacher education programs at a time when competition for the higher education dollar is at its peak. Because of escalating college costs, several colleges of business administration have discontinued business education/office administration programs, contending that such programs are not viewed as basic to the mission of the business school (Calhoun, 1983).

Friedheim (1982) observed that nationwide many programs to prepare future business education teachers were being cut back or eliminated. Disagreements among faculty and administrators, as well as declining enrollments, were blamed for the discontinuance of these programs. Friedheim contended that as a result of these actions it is difficult to fill vacant positions with qualified teachers in business education.

Business teacher educators are concerned about the depressing enrollment figures in business teacher education, as well as the number of programs which are being eliminated (Gades and Culver, 1982). In a study conducted by Gades and Culver (1982) to identify some of the problems and solutions, one solution which received high marks was the development of a strong recruitment program. The National Business Education Association Task Force on Critical Issues also included recruiting as one of their critical issues for business teacher education (Hosler, 1984).

Calhoun (1983) stated that public relations responsibilities and strategies have become crucial to the survival of business teacher education, as well as business education in the public schools. New or different career options in business education must be emphasized to attract students to the field. Examples of the broader areas of education to be emphasized are training needs in business, industry, government, medicine, and the military. Quality candidates may be recruited from at least four groups: high school students, junior college students, college students who have not declared a major, and college students in related fields such as business, economics, or journalism (Calhoun, 1983).

In the face of declining enrollments in business teacher education, the U. S. Department of Education (1986), confirmed that 26% of college freshmen in 1984 indicated

business as their probable major field. Included in this percentage were students enrolling in the area of business administration, which has shown a dramatic increase during the recent past. Caballero and Dickinson (1986) contend that students may be choosing business administration over business teacher education because of the differences in salaries paid by industry and by education.

With rapidly growing enrollments in schools of business, an understanding of the career exploration process may have a significant impact on the design of the business curricula. Greenhaus and Connolly (1982) questioned whether a student's decision to enroll in a business program is based on a careful assessment of personal characteristics or primarily on the perception that jobs in business are more plentiful, lucrative, or socially acceptable than other career options?

The Statistical Report on the Condition of Education (1982) reported that population size is perhaps the single most important factor contributing to enrollment change for each level of schooling. Because of the increase in birth rate following World War II, enrollment at all levels increased rapidly in the 1960s and subsequently declined or stabilized during the 1970s.

According to the Digest of Education Statistics (1987), college enrollment increased more than 40 percent between 1970 and 1980. At the same time, the number of college students going into teacher education programs fell dramatically during

the seventies. Since 1980, enrollments have risen more slowly. Between 1980 and 1985, enrollment increased only about one percent from 12.1 million to 12.2 million (p. 115).

Enrollment in colleges and universities rose to a record level of 12.8 million in fall 1987 and remained at this high level in 1988. According to Digest of Education Statistics (1989) college enrollment is expected to remain steady through the 1990s because of the high attendance rates of younger age groups and the large number of older students.

The number of bachelor's degrees conferred in the occupational areas has increased and the number of degrees conferred in the traditional liberal arts areas has decreased (Digest of Education Statistics, 1987).

From 1974-75 to 1984-85, the number of bachelor's degrees conferred in business and management rose by 75 percent. The number of degrees in computer and information services jumped by 672 percent.

Of the 979,000 bachelor's degrees conferred in 1984-85, the largest numbers of degrees (233,000) were conferred in the fields of business and management (p. 16).

Of the 991,000 bachelor's degrees conferred in 1986-87, the largest number of degrees (241,000) were in the fields of business and management. At the master's level, the second largest number of degrees (67,000) were in business and management (Digest of Education Statistics, 1989).

According to the Occupational Outlook Handbook (1986-87) the number of new graduates available to teach at the secondary level has dropped sharply. Computer programming teachers, as well as science and mathematics teachers, are in short supply because employers in private industry and government offer higher salaries to people trained in these fields.

Cooper (1984) contended that unless more college students went into teaching, the nation could be faced with a teacher shortage within the next few years. Increasing student enrollments in the schools and declining enrollments in teacher education programs in colleges and universities are factors contributing to this trend.

In 1972 the number of graduates from teacher education programs was at an all-time high--317,000. By 1980, the number had fallen to 154,000, a decrease of 52 percent in just eight years (Cooper, 1984, p. 469).

Astin, Green, and Korn (1987) assert that there has been a dramatic decline over the past 15 years in the proportion of freshmen interested in teacher education. This declining interest in teaching, along with the drop in the overall size of the college-age cohort, suggests a significant decrease in the population of prospective teachers.

One educational reform report (Carnegie Forum on Education and the Economy, 1986) estimated that nearly 1.3 million new teachers will be needed by the 1990s, or nearly

one out of every four new college graduates by 1992. Another report, A Call for Change in Teacher Education, indicated that between 1980 and 1990 the number of 18-year-olds would drop by some 800,000 persons, reducing the overall pool from which teacher educators could be recruited (National Commission for Excellence in Teacher Education, 1985).

Since 1966, the Cooperative Institutional Research Program (CIRP), sponsored by the American Council on Education and UCLA (University of California at Los Angeles), has surveyed some 6,000,000 freshmen entering postsecondary institutions. Each year around 275,000 students in roughly 550 two-year and four-year colleges have participated in the CIRP freshman survey program. This survey revealed that the number of freshmen interested in teaching careers has declined precipitously. In the fall of 1988, an estimated 144,300 freshmen hoped to pursue careers in teaching, down from an estimated 252,400 freshmen in 1966. This estimate indicated a drop of 43 percent in the number of freshmen interested in teaching between 1966 and 1988 (Opp, 1989).

The 8.8 percent of freshmen interested in teaching careers in 1988 is well below the estimate of the Carnegie Forum that 23 percent of all college graduates will be needed to fulfill the demand for teachers for the nation's classrooms in the 1990s (Carnegie Forum on Education and the Economy, 1986). This gap between supply and demand suggests that the

nation may be facing a substantial shortfall of teachers in the 1990s (Opp, 1989).

The correlation between freshmen interest in education majors (as measured by the CIRP survey) and the actual number of undergraduate degrees earned in education (as reported in Higher Education General Information Survey data) is high (.827). This high correlation provides evidence that the CIRP data on freshmen preference for education majors is an accurate predictor of the actual numbers of seniors graduating each year with education as their undergraduate major (Opp, 1989).

Employment of secondary school teachers was expected to decline throughout the 1980s and to start increasing during the early 1990s. The National Center for Education Statistics projects that enrollment in secondary schools will continue to decline through 1990. Enrollments will begin increasing after 1990, reflecting the rise in births beginning in the mid-1970s (cited by Opp, 1989).

Culver (1980) contends that business teacher education has always been subject to the influence of such forces as accrediting agencies, state departments of education, and professional associations. However, many of the forces in the 1980s resulted from political, social, and economic influences and conditions. " Colleges and universities must make sure that they provide quality business teacher education programs which meet the criteria of the agencies and equip the

graduates of these programs to compete successfully for teaching positions" (Culver, p. 241).

The ability of graduates of business teacher education programs to move with ease between the classroom and business will continue to be a major advantage (Culver, 1980). Therefore, inquiry as to why students are choosing various business majors and why they are not choosing business teacher education is needed.

Statement of the Problem

The purpose of this study was to identify the factors which influence students to select various business majors in Tennessee universities with membership in the National Association of Business Teacher Education (NABTE). In addition, the study sought to determine factors which influence student decisions regarding business teacher education.

Objectives

Specific objectives of the study were:

1. To describe students majoring in business curricula in National Association of Business Education (NABTE) member universities in Tennessee on selected demographic characteristics.
2. To compare the demographic characteristics of business students among the groups of business majors in NABTE member universities in Tennessee.

3. To determine the degree of desirability of the various business majors as perceived by business students enrolled in NABTE member universities in Tennessee.

4. To compare the perceived degree of desirability of business majors among students enrolled in different groups of business majors.

5. To determine the influence of various factors on the selection of a college major by business students in NABTE member universities in Tennessee.

6. To compare the perceived influence of various factors on the selection of a major among students enrolled in different groups of business majors.

7. To determine why business students did not choose business education as a major in NABTE member universities in Tennessee.

8. To determine student perceptions toward careers and majors in business.

9. To compare student perceptions among different groups of business majors in NABTE member universities in Tennessee.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

Change is a phenomenon that is an inescapable fact. Toffler in his book, The Third Wave, (1980) emphasized that failure to change certain things rapidly enough has serious implications and high costs. He referred to three waves of change: the first wave of change which occurred ten thousand years ago by the invention of agriculture, the second wave which was touched off by the industrial revolution, and the third wave of current times--the information age.

Toffler speaks of the third wave of change "altering the nature of work in factory and office, and ultimately, carrying us toward the transfer of work back into the home" (p. 223). These waves of technological change in our global-competitive society have been highly visible in the office and in business education departments in colleges and schools since the 1960s.

In the 1980s the economy shifted from an industrial to a global information economy. This fundamental change posed important questions for business educators. Many graduates enter the world of work with career assumptions and business skills preparing them for a corporate ladder that no longer exists (Seel, 1985)

Daggett and Branigan (1987) assert that business education programs which were developed during the sixties and seventies responded well to the needs of business and

industry of the industrial era; however, these programs are no longer appropriate responses to the emerging technological society. In order to meet the needs of students and to continue to be relevant through the remainder of the century and beyond, business educators must respond to the metamorphosis occurring in society, according to Daggett and Branigan (1987).

Kaliski (1987) believes the traditional classroom must, of necessity, move outside the walls of the school to the business world. The outside world reflects the changes as they occur and will allow business education programs to survive in the wake of declining enrollments while offering a comprehensive education. The outside world, particularly business and industry, will also serve as learning laboratories for current office technology.

Daggett and Branigan (1987) contend that business education must not only develop broad-based, transferable skills, but must blend business and marketing education. "Students need a multifaceted program to meet the demands of an information/technological age" (p. 13).

The 1970s brought obsolescence of some occupations, the emergence of new occupations, and increased job specialization. Based on labor market data, occupational analysis, and curriculum planning, business educators modified their programs. As a result of occupational analysis, distinctions were made among positions between and

within job clusters, such as secretarial and general office clerical (Selden and Swatt, 1971). Necessity extended the scope of offerings to include general business administration.

In A Nation at Risk (1983), the National Commission on Excellence in Education emphasized the need for educators to respond to change. According to Seel (1985):

Public education has historically been saddled with the responsibility of meeting social needs--of responding to the greatest concern of the times--in the fifties it was the Russians in space, in the sixties it was social equality, in the seventies everyone was off being narcissistic, and now in the eighties it's global competitiveness. We're a nation at risk because we can't keep up with the Japanese (p. 4).

America would have to turn the clock back a hundred years (to 1886 when the typewriter first entered the office) to parallel the degree of change since the 1960s in business education. The passage of the Vocational Education Act of 1963, which authorized the use of federal funds for all gainful occupations, was the turning point for business education. Business Education, for the first time, benefited from federal funds to maintain and improve programs (Sculley, 1987).

Sculley (1987) criticized the K through 12 education system in America today, saying it is rooted in the industrial

age economy. He further stated that jobs in the twenty-first century will require thinking skills--the ability to analyze information. He states:

It is very realistic to expect that young people will not have one career but may well have three or four or five careers during their lifetime. It means that education, and especially business education, has a responsibility not to end at the boundaries of the institutions but to be able to extend beyond the boundaries of the institution and become a life-long experience (p. 61).

According to Daggett and Branigan (1987), delivery systems must move past the classroom walls to satellite communications, computer-assisted instruction, television, apprenticeships, and work-study programs. "Creativity, critical thinking, synthesis, application, organization and reference skills, and evaluation and analysis skills are as significant as the 'three R's' in the information/technological age" (p. 13).

According to Tonne (1961), some educators conclude that the need for change and modification in business education has been the result of (1) the dominant influence toward pressuring the high-ability student into taking more units of science and mathematics; (2) the admission to college by the arbitrary system requiring as many traditional academic subjects as possible; (3) the increased complexity of the

economic world tending to shift the business education program upward; and (4) the application of automation creating fewer opportunities for the routine worker and more opportunities for the broadly trained person.

The Information Age has transformed the mechanical office into what now is called the "electronic office." The changes in the electronic office are likely to affect most workers in the future (Kupsh and Whitcomb, 1987).

Predictions are that 90 percent of all workers will require a knowledge and understanding of the electronic office to function in their chosen careers. Thus, whether they are office workers or workers in other fields that make use of the electronic office, such as law, medicine, or architecture, people need to acquire the basic skills that are the foundation of the electronic office (Kupsh and Whitcomb, 1987, p. 244).

The author questions what implication the electronic office will have on the future of business teacher education. According to Carley (1985) the curriculum must make provisions to include technological processes as well as maintaining traditional skill and knowledge bases. In order to meet the challenge of the electronic office, Stoufer (1982) identified the following areas of importance: (1) language arts skills, (2) communications skills (oral and written), and (3) word/information processing systems.

According to Culver (1980), the challenge of preparing students to adapt to the changing office environment will be met by providing quality business teacher education programs. Because the secondary and postsecondary schools are the major sources of new office personnel, educational institutions are presented with a tremendous opportunity to prepare competent personnel for the electronic office.

History of Business Teacher Education

This section will give a brief historical sketch of business teacher education, beginning with the colonial period and continuing through the modern era--the 1930s.

The Colonial Period

During the colonial period, business-teacher training was given principally by the apprenticeship method or by private instruction (Haynes and Jackson, 1935). Jessie Graham (1933), in her study of the evolution of business education and the training of teachers for this field, sums up the available information as follows:

Little or nothing is known of the educational and practical qualifications of the teachers of business education. . .during this period. It is more than probable that they, like their pupils, depended on private instruction, crude and elementary textbooks, apprenticeship training, and actual experience for learning the relatively simple business procedures demanded by the times. Gradually, however, as

facilities for the enlargement and exchange of knowledge improved, it is likely that the qualifications of teachers improved also, thus laying the foundation for a more systematic instruction in business knowledge during the next period of our national life (Graham, 1933, p. 23).

The Early National Period-1775-1860

During the early national period, the principle of public education had been accepted, and the private schools and academies had led the way for business education. However, there was no formal teacher education program available for prospective business teachers who were preparing to teach in the secondary schools (Haynes, 1935).

Business teachers during this period of history were a heterogeneous group who secured their training in various ways--"in the same type of institution in which they were called upon to teach, in the business office, or through self-instruction" (Haynes, 1935, p. 126).

The Period from 1860-1900

The invention of the typewriter in 1867 by Christopher Latham Sholes marked the beginning of a new period in business education at the high school and collegiate levels (Wanous, 1977). By 1871, 23 universities and colleges, located in the Midwest for the most part, were offering commercial-business courses. The Scott-Brown School, New York City, was the first school to offer typewriting in 1878 (Wanous, 1977).

The first successful collegiate school of business in the United States was the Wharton School of Finance and Commerce established in 1881 by the University of Pennsylvania (Wanous, 1977). In 1898, both the University of California and the University of Chicago opened their colleges of commerce (Graham, 1933). That same year Drexel Institute of Philadelphia offered the first course for the training of teachers of business subjects. During the next twenty-five years, only thirty-seven schools started courses for "commercial" teachers (Graham, 1933).

In spite of the great increase in the demand for business education teachers during the last forty years of the nineteenth century, no great progress was made in educating teachers for this work (Haynes, 1935). Hill described the situation as follows:

The commercial teachers of those years may be grouped . . . in four classes, not one of which was adequately prepared for the responsibilities of the position.

In the first group were the victims of circumstances who had the teaching of business thrust upon them. They had no specific preparation for their work and often became acquainted with the subjects by keeping two chapters ahead of the classes.

Next we find the high school graduate with a few months of business training in stenography and bookkeeping who entered the profession of commercial teaching for various reasons.

Another type was the product of the university school of business who had an excellent preparation for the higher phases of business activities but who lacked an understanding of the needs of the secondary school, as well as training in teaching methods. . .

The fourth group consisted of graduates of normal schools, who, in addition to the regular normal course, had taken a course or two in business subjects.

. . . Few, if any, institutions of higher learning offered work designed to prepare for the teaching of business in the secondary schools (cited by Haynes, 1935, pp. 127-128).

The Period from 1900 to the Modern Era

At the opening of the twentieth century, business teachers were occasionally obtained from the collegiate schools of business. By this time there were some three-year normal schools, which graduated many qualified teachers (Tonne, 1939). However, Tonne states that, in general, normal schools were unable to provide adequate training for business teachers since it was difficult to force more than a few

technical business courses into a curriculum that was designed primarily for elementary-school teachers (Tonne, 1939).

Little progress was made in providing business teacher education training until the 1920s. Graham, in 1929, found by a search through 685 catalogues of degree-granting institutions in the United States, that 138 of them (20.1%) provided courses in business teacher education (Haynes and Jackson, 1935).

Business Education: Description, Goals, and Objectives

Nichols (1933) defined commercial-business education as "a type of training which, while playing its part in the achievement of the general aims of education on any given level, has for its primary objective the preparation of people to enter upon a business career, or having entered upon such a career, to render more efficient service therein and to advance from their present levels of employment to higher levels" (p. 51).

Tonne (1961) contends that if general education is thought of as the adjustment of the individual to his/her environment, business education must be thought of as the adjustment of the individual to his/her business environment.

Calhoun identified two major objectives of business education: vocational or career preparation, and general or personal-use education (Calhoun, 1980). For those individuals who are planning a career in business or who are already employed in a business career, the goals are:

1. to develop occupational competencies for obtaining a job and/or advancing in a career
2. to adjust to occupational change
3. to promote career awareness and exploration preceding occupational preparation
4. to establish a foundation for further study of the field of business
5. to provide knowledge and understanding of the free enterprise system (Calhoun, p. 4).

Calhoun further states that business education goals for all individuals should relate to:

1. promoting career awareness and exploration of business careers
2. preparing students to be competent consumers of goods and service
- 3 providing a basic knowledge of economics and the free enterprise system
4. developing skills and knowledge needed in managing personal business affairs
5. further competencies of a business nature that have special supportive value in other professions
6. inspiring respect for the value and dignity of honest work
7. providing general business knowledge, skills, and understanding (pp. 4-5).

Business education programs are offered in comprehensive high schools that combine both traditional and vocational offerings, in traditional high schools that focus primarily on academic or college-preparatory programs, and in vocational high schools or centers that offer job-oriented courses (Calhoun, 1980).

The objective of business education in area vocational-technical centers is to prepare students for employment as secretaries, accountants, data processors, office clerks, or managers in business. In addition to practical application skills, students develop basic competencies in business English and communication, psychology, human relations, and business mathematics (Calhoun, 1980).

Business education at the college and university undergraduate level is concerned with preparing teachers for middle school, secondary, and postsecondary levels. Other broad areas of business education at the collegiate level include business administration, accounting, economics, insurance, finance, marketing, office administration, data processing, statistics, and real estate (Calhoun, 1980).

Calhoun (1980) admits that the current emphasis in most business education programs is on salability and transferability of specific applied skills, but that the emphasis is likely to change in years to come as the more salable skills become the more theoretical ones. As career lines have changed from single to serial occupations, workers

have found that their initial occupation is unlikely to last a working lifetime. These observations emphasize the need to train for entry-level business occupations and, at the same time, to provide a basis for continuing business education (Calhoun, 1980).

The goals and objectives of business education in the 1980s changed rapidly. Daggett and Branigan (1987) contend that the hard, engineering mode of teaching has become antiquated by the computer. Students must be provided opportunities to choose their own style of mastery in a computer culture.

With a multiple-options approach to living in general, students will need a more personalized education to meet individual abilities, values, and goals. . . Students must develop an ability to adapt, to modify, to learn, to relearn, and to adjust to changing circumstances" (Daggett and Branigan, p. 14).

Kaliski (1987) points out that the goal of business teacher education in colleges and universities in the past has been to prepare upper secondary school business education teachers. He contends that such a restrictive role may be inappropriate in the changing society of the eighties and nineties. The primary goal must now be to prepare business teachers for positions in all educational settings--which includes all levels of schools and all other settings in which business teaching skills are required.

Kaliski (1987) further contends that in addition to teaching business skills and concepts at all levels from the elementary school through the four-year college and university, business education graduates should be prepared to teach business in such settings as business and industry, prisons, Indian reservations, government-sponsored programs, and mass media.

According to Kaliski (1987), business teacher education graduates should be prepared to be mobile in their careers. He contends that an industry training option or component can serve as a powerful recruiting tool to attract students to business teacher education. Kaliski further asserts that while business educators cannot directly affect social, economic, and demographic trends, they can educate students to watch for these trends and to understand their implications.

Based on the expanded need for business teachers in diverse settings, the researcher will review the present enrollment status of business teacher education programs in the United States.

Present Enrollment Status of Business Teacher Education

Vaughn (1988) points out that enrollments in business teacher education programs declined rapidly in the 1980s. This decline has been seen in secondary schools, as well as postsecondary colleges and universities. This trend is particularly distressing in view of the Occupational Outlook

Handbook (1985) predictions of increasing demand for secretarial and other support staff employees who receive their training in business education programs.

According to Lydeen (1986) the reasons business education enrollments declined in the 1980s were "demographics, economic trends, educational trends such as the return to the basics, and changes in technology" (p. 46). He further contends that declining enrollment is a myth because, in actuality, the clientele are changing, and business educators have not changed the methods of delivery of education to fit the needs of society. He points out that only teachers who are computer literate, technologically up-to-date, and who are willing to change and adapt their teaching methods will survive.

Dossett and Tucker (1984) write that "the pool of students is continually shrinking because of declining population and the feminist movement and because students are being counseled and encouraged to enter alternate career fields" (p. 7).

According to the U. S. Department of Education, more students are now leaving high school before they graduate than in previous years. These statistics reveal that the national graduation rate declined from 77.2 percent to 72.8 percent between 1972 and 1982. This represents a dropout rate of 27.2 percent. The Digest of Education Statistics (1989) states that the number of high school graduates in 1987-88 totaled

about 2.8 million, which was a decline from 3.2 million in 1976-77.

Seel (1985) contends that business education enrollments do not have to decline if institutions are willing to change their programs and their methods of delivery of education to fit the changing needs of society. Seel emphasized that articulation between secondary and postsecondary schools is an absolute necessity for this to occur.

Why Do People Choose Different Majors/Occupations?

One of the most important career relevant decisions confronting individuals entering college is the choice of a college major and eventually an occupation. Marks (1972) contends that this educational decision is salient to career development for at least two reasons: (1) the act of choosing a college major and the requirements for making this choice are a clearly identified behavior and environmental condition, respectively; and (2) the choice of a college major tends to limit the number of subsequent career options available to the individual.

The results of Marks' study (1972) of 1,098 new freshmen at Pennsylvania State University indicated that students entering natural science/mathematics programs tend to be oriented more toward the concrete and visible outcomes of an education and a career than are students not choosing this type of program. The study also revealed that nonscience

students value the interpersonal and usefulness to society outcomes of their educational and vocational pursuits.

Conceptual Framework of Occupational Choice

Representatives from three disciplines--psychology, economics and sociology--collaborated in the development of a conceptual framework for occupational choice (Blau, Gustad, Jessor, Parnes, and Wilcock, 1971). The authors emphasized that the function of a conceptual scheme of occupational choice and selection is to call attention to different kinds of antecedent factors--not to develop a systematic theory. The exact relationships between these factors must be determined before a systematic theory can be developed.

According to Blau, Gustad, Jessor, Parnes, and Wilcock (1971) occupational choice is a developmental process that extends over many years. There is no single time when persons decide upon one out of all possible careers, but there are crossroads at which their lives take decisive turns which narrow the range of alternatives and thus influence the ultimate choice of a major or an occupation.

The qualifications and other characteristics of the person do have a direct influence on selection decisions, but so do other factors which are beyond one's control, such as economic conditions and employment policies. Therefore, the process of selection, as well as the process of choice, must be considered when explaining why people end up in various occupations (Blau, Gustad, Jessor, Parnes, and Wilcock, 1971).

Occupational choice can be conceptualized as "a process involving a series of decisions to present oneself to employers or other selectors as a candidate for a number of more or less related occupations" (Blau, Gustad, Jessor, Parnes, and Wilcock, 1971, p. 161). The conceptual scheme is not a substitute for theory of occupational choice and selection, but merely a framework for systematic research which can lead to the construction of a theory.

Review of Vocational Choice Theories

Bordin, Nachmann and Segal (1962) purport that all vocational choice theories take either one or both of two views of the individual--the structural and the developmental. The structural view analyzes occupations within some framework for conceiving personality organization. The developmental view attempts to portray the kinds of shaping experiences that can account for personality organization and concomitant vocational pattern.

Despite the fact that some contemporary writers (Woodring, 1973) feel that many students have no sound reason for being in college, there are many theories regarding motivation for career choice. Several general vocational choice theories are reviewed in an effort to show relatedness and as a universal explanation of the career choice phenomenon.

The Ginzberg Theory. In 1951, Ginzberg developed a theory of career decision-making in which he conceptualized

vocational choice as a developmental process. Ginzberg's theory contends that parent-child relationships have a direct influence on career choice. The Ginzberg Theory (1951) contains four basic elements:

1. Occupational choice is a developmental process which takes place over a period of years (usually ten).

2. The experience involves time, money and ego and produces change in the individual that cannot be undone.

3. The process of occupational choice results in a compromise between interest, capabilities, opportunities, and values.

4. There are three periods of occupational choice: a fantasy period, a tentative period, and a realistic period. It is an on going process that has different meaning at each period.

Katona, Strumpel and Zahn (1971) support theories that indicate that a child's education is related to the father's occupation. These studies influenced the decision to elicit demographic data regarding the occupation of parents.

The Super Theory. Donald Super (1970) added his contribution to vocational choice theories by naming ten propositions which make up his theory:

1. People differ in their abilities, interest, and personalities.

2. By virtue of the three preceding factors, individuals are qualified for a number of occupations.

3. Each of these occupations requires a pattern of abilities, interest and personality traits.

4. Vocational preference and competencies change with time and experience, making choice and adjustment a continuous process.

5. The choice making process may be summed up in a series of life stages--growth, exploration (fantasy, tentative and reality), establishment (trial and stable), maintenance, and decline.

6. The nature of the career pattern is determined by several factors, including the individual's parental socio-economic level, personality characteristics and opportunity.

7. Vocational development can be guided by maturation, reality testing of abilities, and the development of self concept.

8. The process of vocational development involves developing and implementing a self concept.

9. Role playing is often utilized in the process of compromising between individual and social factors.

10. Work satisfactions and life satisfactions depend upon the extent to which individuals find outlets for their abilities, interests, personality traits, and values.

Super also lists the following elements that must be considered when developing a theory of occupational choice: individual differences, multi-potentiality, occupational ability patterns, role models, life states, job satisfaction,

and individual differences. He considered self-concept as the most important influence in career development. A person selects from a series of alternative occupations the one occupation that is most congruent with his self-concept.

Greenhaus (1971) concluded that high self-esteem persons tend to look at their own needs and relevant attributes in determining the satisfaction with their occupational choice, whereas low self-esteem people look more toward external cues. Since his study included college freshmen and sophomores in various majors, their responses would be considered occupational preferences rather than occupational choices.

The Roe Theory. Anne Roe (1971) postulated that there is a definite link between a person's early experiences and subsequent vocational choice. She outlined five hypotheses to indicate a pattern of early experiences that have different effects on vocational choice:

1. The hereditary bases for intelligence, special abilities, interests, attitudes, and other personality variables seem usually to be nonspecific.

2. The pattern of development of special abilities is primarily determined by the directions in which psychic energy comes to be expended involuntarily. This emphasizes the fact that the things which individuals do automatically are keys to the person's total behavior.

3. Early satisfactions and frustrations play a key role in the developing pattern of need primacies or relative strengths.

4. The major determinant of the field or fields to which a person will apply himself/herself is the eventual pattern of psychic energies.

5. All accomplishment is based on unconscious as well as on conscious needs. However, it does not imply that these needs are necessarily neurotic.

According to Roe's Theory, vocational choice is not influenced by supply and demand or by aptitude unless this aptitude was nurtured through early experiences and interactions.

The Holland Theory. Holland's theory, (1966) which is based on personality types and the congruence of one's view of self with occupational preferences, assumes that it is useful to assess people in terms of six personality types: (1) realistic, (2) investigative, (3) artistic, (4) social, (5) enterprising, and (6) conventional.

According to Holland, the key variables involved in choosing a vocation included interests, occupational stereotypes, and information about self, careers, and the environment. His theory has been modified over time but is still considered a major conceptual structure for considering choice, persistence, and performance in educational and occupational settings (Herr and Cramer, 1988).

Holland's theory (1985) views vocational interests as expressions of personality and contends that individuals will make occupational choices which will place them in environments that are compatible with their predominant personality characteristics. This theory has particular potential for predicting vocational preferences among business students.

The Trait-Factor Theory. In 1909 Frank Parsons advanced his three-stage scientific approach to vocational counseling. Vocational counseling practice was dominated by this Trait-Factor approach of matching individuals to jobs through the early 1950s (Scott, 1983)

The Trait-Factor Theory assumes that a straightforward matching of an individual's abilities and interests with the vocational opportunities can be accomplished, and once accomplished solves the problems of vocational choice for that individual (Osipow, 1973). Many of the well known inventories such as Strong Vocational Interest Blank and the Gilford-Zimmerman Aptitude are based on the Trait-Factor Theory.

Research on Career Decision Making

Kotrlik and Harrison (1989) examined the career decision-making patterns of 3,858 high school students in Louisiana. The findings of this study focused on persons and factors that influenced students in individual secondary vocational programs (which included business education). The data revealed that the persons who had the greatest influence on

the students' career decisions were the mother, father, person in the occupation, and friend, in that order. Of the 330 business students who participated in the survey, almost one-half (46.9%) indicated that their business and office occupations teacher had influenced their career decision.

The most influential factors in selecting a career, according to Kotrlik and Harrison's study (1989), were "interest in this work," "working conditions," "personal satisfaction," and "salary or wages," in that order. In addition to these factors, the 330 business students also rated the following factors as influential in their career decisions: "availability of jobs," "work experience," and "status and reputation of occupation." The influence on their career decisions by friends, parents, or relatives working in the profession was substantially low (36.2 %).

Martin and Bartol (1986) state that relatively little research has focused on predicting vocational choices among business students. Their reason for this is that business students typically also choose an area of concentration such as finance, marketing, etc. Their area of concentration then serves as a primary basis for the types of positions they seek upon graduation and, therefore, more adequately defines their future career direction. Unfortunately, theories which hold some promise of facilitating such concentration choices among business students have not been adequately tested among specialties within business.

In 1986, Martin and Bartol did a study with 168 new master of business administration enrollees (96 males and 72 females) who declared an MBA concentration in one of the following six areas: accounting, finance, information systems, management, management science/operations research, or marketing. Preferences for the six Holland personality categories were measured using the Vocational Preference Inventory (Holland, 1978). The results of this investigation support Holland's theory as a significant predictor of concentration area among MBA students.

The results of Williams' (1972) study of male graduate students in 18 departments at the University of North Dakota were found to be generally consistent with the theoretical formulations for each category of Holland's classification system and appeared to be significantly related to occupational choice, as indicated by their major area of concentration. These findings provided support for the theory that a person, when choosing a major area of concentration or making a career choice, searches for environments which satisfy personal needs and orientations (Holland, 1966).

Research on Selection of Teaching as a Career

Berry (1986) states that most researchers and policy makers attribute the cause of the problems in the teacher labor market to: (1) low salaries relative to other occupations, (2) the opening of career alternatives to women and minorities, (3) few incentives and the lack of career

advancement within the occupation, and (4) the social respect for teachers. Intuitively, this assessment is correct. However, Berry's study of the career expectations of noneducation college seniors revealed the lack of financial reward in teaching to be the less influential factor in their decisions not to teach.

Berry's (1986) study included eighty students in the major fields of business, chemistry, math, engineering, social science, and biology. Business students, more than others in the study, expected their degree choice to secure financial security and wealth for them. Therefore, low salaries and lack of career advancement within teaching inhibited them from considering a career as a public school teacher. However, other factors may have been more influential in their decision not to teach. For example, some business students, especially those who were average achievers, chose their career primarily because of child or teenage work experiences. Other business students, especially those who were high achievers, chose their career primarily because of the expectations of their parents (who were in business themselves).

Further, Berry's case study revealed that college students from different backgrounds--distinguished by their gender, socioeconomic status, or institution attended--could be influenced to teach. Female students were more likely to consider teaching because the present work life of teachers

(when compared to business and industry) is more conducive to rearing a family.

The study of Berry (1986) also revealed that college students who came from rural or lower socioeconomic backgrounds were encouraged by both their communities and their parents to find a "good job not too far from home." On the other hand, some college students from urban and upper-middle socioeconomic backgrounds were encouraged by their parents and their teachers to pursue academic, intellectual, and/or professional careers.

While Berry's study did reveal how background variables may set the conditions for these college students to consider teaching as a career alternative, more often than not, other variables appeared to be more influential. The public school experiences of college students may have the most influence on their perceptions of the teaching profession and their unwillingness to consider teaching as a career. In some cases, their negative lessons about teaching as a career were taught through the experiences of their teachers, as well as their high school counselors. In other cases, these negative lessons were taught through their own social experiences in school. More importantly, Berry's study revealed that the brightest of these students had been taught that public school teaching is not an occupation which will allow one to use his or her analytical or creative abilities.

Johnson (1986) studied a total of 415 students enrolled at Eastern Michigan University in the College of Education and the College of Business to determine differences between students selecting teaching as a career and students selecting business as a career. The study was organized around three areas: academic differences, demographic differences, and motivational differences.

The results of Johnson's study revealed no statistically significant difference in university grade point average (GPA) between the candidates for degrees in College of Education and candidates for degrees in the College of Business.

Jantzen (1981) did five surveys (in 1946, 1949, 1951, 1956, and 1979) of college students who were preparing to become teachers, to discover why they chose teacher education as a major. He wanted to find out if the factors that influenced their decision to teach were "income," "the possibility for advancement," "the desire to serve others," or were there other reasons.

Of the population that responded to the 1979 survey, 79% were women while 21% were men. In the 1979 survey, 95% of women selected an "interest in dealing with children" as a reason for teaching--a significant upward shift from earlier surveys. Other upward shifts for women involved selection of "lifelong opportunity to learn," "an opportunity for individual initiative," "enthusiasm of a former teacher," "service to mankind," and "ethics of the teaching

profession." On the other hand, in the 1979 survey approximately one-fourth (24%) of the women selected the item "a reasonable assurance of an adequate income," as their reason for choosing to teach, which was a downward shift from the earlier surveys.

During each of the five surveys the men rated "interest in children" the number-one item, but the 1979 percentage rating for this item was higher than in previous surveys. The "enthusiasm of a former teacher" category ranked fourth in the last of the surveys, 1979, with a one percent upward trend of significance. Downward shifts in the 1979 survey at the one percent level included "a summer for travel, study, and relaxation" and "a reasonable assurance of an adequate income."

Vaughn's (1988) study of students majoring in business education in three Texas universities revealed the following reasons for choosing this major:

- Like business courses (59.7%)
- Interesting work (58.1%)
- Opportunities for advancement (46.2%)
- Plentiful jobs (41.1%)
- Good salaries (34.4%)
- Other (10.7)

Approximately one-half (51%) of the business education students in Vaughn's study were influenced in their career decision by friends or acquaintances who were working or

majoring in this field, while 49% were influenced by parents and other relatives. High school business teachers also played a significant part in helping students make career choices.

Freshmen Interest in Teaching Trends from 1966 to 1988

According to Opp (1989), data from CIRP (Cooperative Institutional Research Program) research indicates that the number of all freshmen females interested in teaching has decreased by over one-half (from 33.4% in 1966 to 13.3% in 1988). Among all freshmen males, the percentage interested in teaching has decreased by over two-thirds (from 10.9% in 1966 to 3.4% in 1988). Opp asserts that the steep decline in interest in teaching among freshmen women reflects, among other things, the increase in other career opportunities for women. These trends suggest that teaching can no longer count on a "captive" labor force of talented women to ease the impending shortage of teachers (Sedlak and Schlossman, 1986). Also, the even steeper decline of interest in teaching careers among freshmen men suggests that there will be even fewer male role models in classrooms of the future.

Since males interested in teaching have traditionally preferred to teach at the secondary level, the declining interest in teaching among freshmen males will undoubtedly exacerbate the shortage of teachers at the secondary level (Opp, 1989).

Among freshmen attending universities, the percentage interested in teaching has declined by almost three-quarters (from 16.2% in 1966 to 4.3% in 1988). Among freshmen attending four-year colleges, the percentage interested in teaching has declined by over one-half-- from 23.3% in 1966 to 10.9% in 1988 (Opp, 1989).

Opp (1989) believes the dramatic decline in interest in teaching among freshmen attending universities is a cause of some concern. Perhaps this trend is a reflection of Weavers' finding that "talent follows opportunity" (Weaver, 1981).

According to Opp, freshmen interest in teaching has declined both for probable education and arts or science majors. The percentage of freshmen with probable majors in education who are interested in teaching has declined very little (from 83.3% in 1966 to 81.1% in 1988). Among freshmen with probable majors in an arts or science, the percentage interested in teaching has declined by over four-fifths (from 24% in 1966 to 4.1% in 1988) (Opp, 1989).

Since both the Holmes Group and the Carnegie Forum have called for the elimination of the undergraduate major in education (Holmes Group, 1986; Carnegie Forum on Education and the Economy, 1986), the dramatic decrease in the percentage of arts or science majors interested in teaching has profound implications for the profession. Conventional wisdom suggests that majoring in an arts or science major is better subject-matter preparation than majoring in education. However, some

teacher educators argue that there is little difference between the education and the arts or science major in subject-matter preparation (Jacobson, 1986).

Some teacher educators are concerned that eliminating the undergraduate education major may serve to exacerbate the impending shortage of teachers (Opp, 1989). Research has indicated that students who major in education tend to remain in education from the freshman to senior year (Astin and Panos, 1969). If teacher education students are forced to major in an arts or science major rather than education, this may have an influence on the number of college students interested in pursuing a teaching career.

The literature supports the premise that students choose different majors and careers for various reasons, and that fewer students are choosing to major in business teacher education today than in the past. The findings of this study, as reported in Chapter IV, will address factors that influenced major/career decisions in business and perceptions of various business majors.

CHAPTER III

METHODOLOGY

Procedures

This descriptive study addressed the factors which influence students to select various business majors in Tennessee universities with membership in NABTE (National Association of Business Teacher Education). In addition, the study sought to determine factors which influence student decisions regarding business teacher education.

This section describes the procedures for : (1) identifying the population and sample of the study, (2) developing and field testing the instruments, (3) collecting the data, and (4) analyzing the data.

Population and Sample

The target population for this study was junior level students in business-related majors at universities with membership in the National Association of Business Teacher Education (NABTE) in Tennessee. Junior level students were chosen, since most students are committed to a specific major by the time they reach their junior year. Universities affiliated with the National Association of Business Teacher Education (NABTE) were selected because NABTE is the primary professional association for business teacher educators.

Using Cochran's sample size determination formula (Snedecor & Cochran, 1977), the minimum required sample size

for this study was determined to be 171. Calculations for this are shown below:

$$n_o = \frac{t^2 s^2}{d^2} = \frac{(1.96)^2 (1)^2}{(.15)^2} = \frac{(3.8416) (1)}{.0225} = 171$$

where: t = risk (5%) (1.96)

d = acceptable margin of error (3%)

s^2 = estimated variance (1.00)

n_o = unadjusted sample size

Since an accurate estimate of the population size was unavailable, the small population correction formula which yields an adjusted sample size was not used in this study. This adjustment is used when the calculated sample size (n_o) exceeds 5% of the population size and reduces the minimum required sample. Therefore, the larger required sample was utilized in this study.

The sampling technique used in the study was a modified cluster sampling procedure. The sampling plan included the following three steps: (1) All six of the NABTE member universities were selected, which constituted a 100 percent sample of the sampling units in the first stage. (2) At each of the six universities selected, two business classes were selected which met the criteria of being at the junior level and being a core business course (a course required of all business majors). These classes were selected by the head of the respective university business program. (3) All students

present on the day of data collection in the two identified classes in each university were included in the sample.

Data were collected from 366 business students at the junior level who were present on the day the researcher visited the campus and collected the data in the selected core business classes. These business students were selected as the sample by the head of business without any knowledge of their specific majors in business.

Instrumentation

The review of literature revealed no instrument available that accomplished the objectives of this study. Therefore, the instrument used was a researcher designed questionnaire (see Appendix A). However, parts of the questionnaire were patterned after a related study which was done at Virginia Tech, entitled A Model for Determining the Effectiveness of Vocational and Technical Recruiting Methods (Heath, 1980). The instrument designed by Heath was designed to determine recruitment methods which attracted students into teacher education programs within the areas of Agricultural Education, Industrial Arts Education, and Marketing and Distributive Education. Another related study done by Gades (1985) addressed the most effective recruiting practices for business teacher education programs, and also included several questions to determine the present status of business education programs and trends in these programs.

The research instrument developed by this researcher consisted of three parts. Part I asked questions which were designed to determine respondents' specific choice of major, their perceptions of the degree of desirability of the various business majors, and factors which influenced his/her choice of major. The desirability scale employed a 5-point Likert-type scale with "1" indicating lowest desirability and "5" indicating highest desirability. The influence scale used a 5-point Likert-type scale with "1" indicating lowest importance and "5" indicating highest importance.

Part II of the instrument asked questions which dealt with general perceptions regarding careers in business. A Likert-type scale of "1" to "5" was used, with "1" indicating strongly disagree and "5" indicating strongly agree. Part III included questions regarding demographic characteristics.

The content validity of the instrument was established using a panel of experts. This panel consisted of vocational teacher educators at Louisiana State University, a representative from the Louisiana State Department of Education, and experts in business teacher education throughout the United States. These experts included National Business Education Association (NBEA) Executive Officers and Board Representatives from each of the five regions of the United States, twelve representatives from the National Association of Business Teacher Education (NABTE), and a

department chair and faculty member from a university in Georgia.

During the spring of 1989, the same representatives from NBEA and NABTE who were involved in validating the instrument were asked to field test the instrument by administering the questionnaire to a sample of their business students. A total of 54 responses were received and served as a field test of the instrument. Suggestions made by the panel of experts and results of the field test were used by the researcher in making needed revisions to the instrument. The Cronbach's alpha procedure was used to assess the reliability of the instrument from the field test data. The overall reliability was determined to be $\alpha = .80$. Moore (1983) states that reliability coefficients above .80 generally indicate good consistency.

After the revisions were made on the research instrument, a revised copy was submitted to the researcher's doctoral committee members for individual review before the final draft of the questionnaire was prepared for administration to business students in the six universities.

Data Collection

In the spring of 1989, the researcher contacted the head of the business program at each of the six NABTE affiliated universities in Tennessee by telephone to obtain permission to conduct the study in each of these universities in the fall of 1989. The researcher requested that the head of the

business program at each of the six universities select two core business classes at the junior level to be surveyed. A follow-up letter and a copy of the questionnaire were sent to each faculty member whose class was being surveyed. A definite date in September or October, 1989, was established for the researcher to visit each university to collect the data. The week of the visit, the researcher made one additional contact by telephone to each participating faculty member to reaffirm the date for data collection.

The researcher visited the six NABTE institutions in Tennessee and collected the data during the fall (September and October) of 1989. The students completed the questionnaire in approximately 25 minutes.

When the instrument was administered, the questionnaire was distributed, instructions reviewed with the students, and the importance of the completion of all items emphasized. A total of 366 business students who were enrolled in a core business class at the junior level at six Tennessee universities participated in the survey.

Data Analysis

The alpha level was set at .05 a priori. Procedures for statistical analyses were as follows:

1. The subjects were described on the variables of major, age, gender, marital status, the population status where they were reared, grade point average (GPA), and occupation of parents. Variables which are measured on a

nominal scale (major, gender, marital status, population status of where they were reared, and parents' occupations) were summarized using frequencies and percentages. Variables which are measured on an interval scale (age, GPA) were summarized using means and standard deviations.

In addition, the majors were grouped into five groups of related areas. These groupings were based on headings common to business programs at the college and university level, and were validated from administrative structures as listed in catalogs at seven colleges and universities. These groupings of majors were then summarized using frequencies and percentages.

2. Demographic variables which are measured on a nominal scale were compared among the groups of majors using the Chi Square procedures. Those variables that are measured on an interval scale were compared using analysis of variance (ANOVA) with Tukey's procedures as the posthoc multiple comparison test utilized as appropriate.

3. Overall means and deviations for each of the identified majors were calculated and were presented in descending order of the mean desirability value. In addition, the frequency and percentage of majors identified as the most desirable major were presented.

4. The mean degree of desirability of each major was calculated for each group of majors. In addition, the greatest degree of difference among these groups was

determined for each major. The group means were presented for each major in descending order of the greatest degree of difference. No statistical comparisons were made on these items to avoid excessive inflation of experiment-wise error. However, a scale of practical significance difference was established by the researcher to use in interpreting this data.

5. Overall means and deviations for each of the identified factors were calculated and were presented in descending order of the mean influence value. In addition, the frequency, and percentage, of factors identified as the most influential factor were presented.

6. The mean degree of influence of each factor was calculated for each group of majors. In addition, the greatest degree of difference among these groups was determined for each factor. The group means were presented for each factor in descending order of the greatest degree of difference. No statistical comparisons were made on these items to avoid excessive inflation of experiment-wise error. However, a scale of practical significance was established by the researcher to use in interpreting this data.

7. Overall means and deviations for each of the identified factors which influenced students not to select business education were calculated and were presented in descending order of the mean influence values. In addition,

the frequency and percentage of factors identified as the most influential factor were presented.

8. Part II of the questionnaire included 88 statements about the various majors to which respondents were asked their extent of agreement. Approximately half of the items were worded favorably and half were worded unfavorably. A mean score was calculated for each of the 88 items, and the mean scores were presented in descending order. Then those items worded unfavorably (reverse scale) were recoded such that all the items had the higher values associated with those statements which had been determined as reflecting favorable perceptions.

An overall perception score was then calculated toward business majors. In addition, items dealing with specific majors were grouped into subscores, and the means and standard deviations of each of the subscores were presented in descending order.

9. The overall mean perception score and the subscores for the majors were then calculated for each of the groups of majors represented by respondents. The scores (overall and subscores) among the groups of majors were then compared statistically using the ANOVA procedures with Tukey's posthoc multiple comparison. To minimize the problem of inflation of experiment-wise error, the alpha level of .01 was used for these analyses.

CHAPTER IV

FINDINGS OF THE STUDY

This chapter is organized and presented according to the objectives of this study.

Objective 1

The first objective of the study was to describe students majoring in business curricula in National Association of Business Education (NABTE) member universities in Tennessee on selected demographic characteristics.

Demographic Characteristics

Of the sample of 366 business students in NABTE affiliated universities in Tennessee who participated in the study, 190 were female (51.9 %) and 176 were male (48.1 %).

Ages of the respondents, which are presented in Table 1, ranged from 19 to 52 years, with an average age of 22.6 years. Over one-half of the respondents (57.9 %) were 21 years of age or younger. Almost one-third (31.6 %) of the business students were between the ages of 22 and 26. Only 10.5% were 27 years or older.

Regarding the marital status of respondents, 83% (n=303) of the students were single, while approximately 15% (n=54) were married. Only eight (2.2%) of the respondents were divorced or separated from their spouse (see Table 2).

Table 1

Age of Respondents

Years of Age	<u>n</u>	<u>%</u>
21 or younger	210	57.9
22-26	115	31.6
27-31	20	5.5
32 or older	<u>21</u>	<u>5.0</u>
Total	366	100.0

Note. Mean age = 22.6 years

Table 2

Marital Status of Respondents

Status	<u>n</u>	<u>%</u>
Single	303	83.0
Married	54	14.8
Divorced or Separated	8	2.2
Widowed	<u>0</u>	<u>0.0</u>
Total	365	100.0

Note. One student did not respond to this item.

Almost one-half of the respondents (169 or 47%) indicated that they were reared in a town or small city, and about one-third (120 or 33.1%) were reared in a large city (see Table 3).

Regarding the grade point average (GPA) of respondents, on a 4.0 scale the mean GPA reported was 2.97 (sd=.46) with a range from 1.80 to 4.00. Almost three-fourths (71.2%) of the GPAs fell within the 2.50 to 3.49 categories. In addition, 65 students (18 %) reported GPA's of 3.50 to 4.00 (Table 4).

Table 3

Population Status of Community Where Respondents Were Reared

Community Type	<u>n</u>	<u>%</u>
Town or Small City	169	46.5
Large City	120	33.1
Rural Area	<u>74</u>	<u>20.4</u>
Total	363	100.0

Note. Three students did not respond to this item.

Table 4

Grade Point Average of Respondents

Grade Category ^a	n	%
Less than 2.0	2	.6
2.00 to 2.49	37	10.2
2.50 to 2.99	159	43.9
3.00 to 3.49	99	27.3
3.50 to 4.00	<u>65</u>	<u>18.0</u>
Total	362	100.0

Note. Mean = 2.97

^aThe grade point average scale was: 0=F, 1=D, 2=C, 3=B, and 4=A.

The business students were asked to write in the occupation of their mother and father on the questionnaire. Appendices F and G list the specific occupations of the parents as reported by the students. For purposes of summarizing the data, the occupations were categorized into 12 groups, using the Dictionary of Occupational Titles (1988) classifications as a guide. The categories utilized included:

1. Management and Marketing
2. Science and Engineering
3. Law, Social Science and Religion
4. Education
5. Health

6. Communications
7. Administrative Support
8. Service and Agriculture
9. Production and Transportation
10. Mechanics and Construction
11. Armed Forces
12. Retired

Over one-third (127 or 38.7%) of the respondents indicated that their father's occupation was in the Management/Marketing area, as compared to 16.1% of the mother's in this same area. Approximately 50% of the respondents' mother was employed in two areas: (1) Service and Agriculture (101 or 29.5%), and (2) Administrative Support (67 or 19.6%). Forty-four (12.9%) of the respondents' mothers were employed in Education, while only 11 (3.4%) of the fathers were in this category.

With the exception of the Armed Forces category, the occupation category with the least number of parents (mothers and fathers) represented in employment was the area of communications (see Table 5).

Academic Majors of Respondents

Data regarding the choice of academic major of students in the study are presented in Table 6. The major reported by the largest number of students was Accounting with 97 or 26.5%. In addition, each of the majors, Management and

Table 5

Occupation of Parents

Classification	<u>Occup/Mother</u>		<u>Occup/Father</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Service and Agriculture	101	29.5	25	7.6
Administrative Support	67	19.6	18	5.5
Management and Marketing	55	16.1	127	38.7
Education	44	12.9	11	3.4
Health	27	7.9	12	3.7
Production & Transportation	21	6.1	27	8.2
Retired	9	2.6	21	6.4
Science and Engineering	8	2.3	42	12.8
Communications	4	1.2	2	.6
Law, Social Sciences & Religion	3	.9	8	2.4
Mechanics & Construction	3	.9	26	7.9
Armed Forces	<u>0</u>	<u>.0</u>	<u>9</u>	<u>2.7</u>
Total	342	100.0	328	100.0

Note. Twenty-four students did not respond regarding the occupation of mother; thirty-eight students did not respond regarding the occupation of father.

Table 6

Academic Majors of Respondents

Major	<u>n</u>	<u>%</u>
Accounting	97	26.5
Management	54	14.8
Marketing	54	14.8
Finance	46	12.6
Business Administration	31	8.5
Double Major	17	4.6
Other ^a	15	4.1
General Business	11	3.0
Transportation/Logistics	8	2.2
Management Infor. Systems	7	1.9
Computer Information Systems	6	1.6
Office Admin./Office Mgmt.	6	1.6
Business Education	4	1.1
Economics	4	1.1
Insurance	2	.5
Real Estate	2	.5
Public Administration	1	.3
Statistics	<u>1</u>	<u>.3</u>
Total	366	100.0

^aOther majors included: Medical Records Administration (8), Aeronautical Technology (2), and one response in each of the other five majors listed--Financial Services, Advertising, Legal Assistant, Urban Studies, Health Care Administration.

Marketing, were reported by 54 (14.8%) of the respondents. Only one individual identified each of the following majors: Public Administration and Statistics. Also, Business Education was determined to be one of the least frequently reported majors with only 4 or 1.1% of the respondents.

Fifteen students listed majors which were not on the questionnaire. The seven majors which were written in on the questionnaire under the category of "other" were: Medical Records Administration (8 responses); Aeronautical Technology with two responses; and one response in each of the other five majors listed-- Financial Services, Advertising, Legal Assistant, Urban Studies, and Health Care Administration.

The majors were categorized into five groups of related areas as reported in Appendix B. These groupings were based on headings common to business programs at the college and university level and validated from administrative structures as outlined in catalogs at six universities in Tennessee and Louisiana State University. The largest number of respondents (123 or 33.6%) were in the major group Management-Marketing, with the next highest number (116 or 31.7%) represented in the Accounting group. The Business/Office Education group was the smallest with 11 majors (Table 7).

Table 7

Majors of Respondents by Groups of Business Majors

Group ^a Major	n	%
Management/Marketing	123	33.6
Accounting	116	31.7
Economics/Finance	61	16.7
Business Administration	55	15.0
Business/Office Education	<u>11</u>	<u>3.0</u>
Total	366	100.0

^aSee Appendix B for listing of specific majors by groups.

Objective 2

The second objective was to compare the demographic characteristics of business students among the groups of business majors in NABTE member universities in Tennessee. The demographic variables measured on a categorical scale were compared among the groups of majors using the Chi Square procedure. Those variables that were measured on an interval scale were compared using the one-way analysis of variance (ANOVA) procedure.

Gender by Groups of Majors

The Chi Square test was used to determine if the variables "gender" and "major group" were independent. Results of the test revealed that the variables were not independent ($\chi^2(4)=17.5$, $p=.002$).

The nature of the association between the variables was such that respondents in the Accounting, Business/Office Education, and Business Administration major groups had a higher representation of females while Economics/ Finance and Management/Marketing had a higher representation of males (see Table 8).

Marital Status by Groups of Majors

The majority (85%) of the business students were single. Since only eight (2.2%) of the respondents were in the divorced/separated category, this group was not used for the comparison among groups.

Table 8

Gender by Groups of Majors

Gender	Groups of Majors					Total
	Acct ^a	BusAd ^b	Bus/Of ^c Ed	Econ/ ^d Fin	Mgt/ ^e Mkt	
	$\frac{n}{\%}^f$	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$	
Female	<u>70</u>	<u>34</u>	<u>9</u>	<u>23</u>	<u>54</u>	190 ^g
	60.3	61.8	81.8	37.7	43.9	51.9%
Male	<u>46</u>	<u>21</u>	<u>2</u>	<u>38</u>	<u>69</u>	176 ^g
	<u>39.7</u>	<u>38.2</u>	<u>18.2</u>	<u>62.3</u>	<u>56.1</u>	<u>48.1%</u>
Total	<u>116^h</u> 100%	<u>55</u> 100%	<u>11</u> 100%	<u>61</u> 100%	<u>123</u> 100%	

Note. $\chi^2(4) = 17.50$, $p = .002$

^aAccounting

^bBusiness Administration

^cBusiness/Office Education

^dEconomics/Finance

^eManagement/Marketing

^fColumn percentage

^gRow marginals

^hColumn marginals

The Chi Square test was used to determine if the variables marital status and major group were independent. Results of the test revealed that the variables were not independent ($\chi^2(4)=13.0$, $p=.01$). The nature of the association between the variables indicated that respondents in the Business Administration, Business/Office Education, and Management/Marketing groups had a higher representation of singles (approximately 91%). In comparison with the other major groups, the Accounting group had the largest number (27 or 24.5%) of students who were married (see Table 9).

Population Status Where Respondents Were Reared by Groups of Majors

The Chi Square test was used to determine if the variables "population status of where respondents were reared" and "major group" were independent. Results of the test revealed that the variables were not independent ($\chi^2(8)=20.65$, $p=.0081$). The nature of the association between the variables indicated that the Business/Office Education group had the largest percentage of students (54.5%) who were reared in a rural area, while the students in the Business Administration group had the smallest percentage who were reared in a rural area (11%). Within the Business Administration group, almost two-thirds (63%) of the respondents indicated that they were reared in a town or small city while Business/Office Education had only 8% in this category.

Table 9

Marital Status by Groups of Majors

Marital Status	Groups of Majors					Total
	Acct ^a	BusAd ^b	Bus/Of ^c Ed	Econ/ ^d Fin	Mgt/ ^e Mkt	
	$\frac{n}{\%}$ ^f	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$	
Single	<u>83</u>	<u>49</u>	<u>10</u>	<u>50</u>	<u>111</u>	303 ^g
	75.5	90.7	90.9	83.3	91.0	84.9%
Married	<u>27</u>	<u>5</u>	<u>1</u>	<u>10</u>	<u>11</u>	54 ^g
	<u>24.5</u>	<u>9.3</u>	<u>9.1</u>	<u>16.7</u>	<u>9.0</u>	15.1%
Total	110 ^h 100%	54 100%	11 100%	60 100%	122 100%	

Note. $X^2(4)=13.02$, $p=.01$

^aAccounting

^bBusiness Administration

^cBusiness/Office Education

^dEconomics/Finance

^eManagement/Marketing

^fColumn percentage

^gRow marginals

^hColumn marginals

Over one-third (39%) of the Accounting group of students were reared in a large city, which was slightly higher than the other groups of majors. Business Administration majors comprised the lowest number of students reared in a large city with about 26% (see Table 10).

Occupation of Respondents' Parents by Major Group

The occupations of the students' mother and father were grouped into 12 categories according to the classifications in the Dictionary of Occupational Titles (DOT). Chi Square analysis was not used with the parents' occupations because of the large number of empty cells in the relevant contingency table. Table 11 shows the occupations of the mother (number and percentage) in the DOT categories by major groups.

Nearly one-half (n=51 or 46.8%) of the respondents in the Accounting group indicated that their mothers' occupation was in one of two categories: service and agriculture (28 or 25.7%) or administrative support (23 or 21.1%). Almost one-half (26 or 48.1%) of the Business Administration group had mothers whose occupation was in the Service and Agriculture category. Four out of ten (40%) of the Business Education group indicated that their mother worked in the area of Administrative Support. One-third (18 or 32.7%) of the Economics/Finance group indicated that their mother's occupation was in the Service and Agriculture classification. Over three-fifths (62.3%) of the Management/Marketing group respondents indicated that their mothers' occupation was

Table 10

Population Status Where Respondents Were Reared by Groups of Majors

Pop. Status	Groups of Majors					Total
	Acct ^a	BusAd ^b	Bus/Of ^c Ed	Econ/ ^d Fin	Mgt/ ^e Mkt	
	<u>$\frac{n}{\%}$</u> ^f	<u>$\frac{n}{\%}$</u>	<u>$\frac{n}{\%}$</u>	<u>$\frac{n}{\%}$</u>	<u>$\frac{n}{\%}$</u>	
Rural	<u>17</u>	<u>6</u>	<u>6</u>	<u>16</u>	<u>29</u>	74 ^g
	14.8	11.1	54.5	26.7	23.6	20.4%
Town or Small City	<u>53</u>	<u>34</u>	<u>2</u>	<u>23</u>	<u>57</u>	169 ^g
	46.1	63.0	18.2	38.3	46.3	46.6%
Large City	<u>45</u>	<u>14</u>	<u>3</u>	<u>21</u>	<u>37</u>	120 ^g
	<u>39.1</u>	<u>25.9</u>	<u>27.3</u>	<u>35.0</u>	<u>30.1</u>	33.1%
Total	<u>115^h</u> 100%	<u>54</u> 100%	<u>11</u> 100%	<u>60</u> 100%	<u>123</u> 100%	<u>363</u> 100%

Note. $X^2(8)=20.65$, $p=.0081$

^aAccounting

^bBusiness Administration

^cBusiness/Office Education

^dEconomics/Finance

^eManagement/Marketing

^fColumn percentage

^gRow marginals

^hColumn marginals

Table 11

Occupation of Respondents' Mothers by Academic Major Groups

Classification	Groups of Majors				
	Acct ^a	BusAd ^b	Bus/Of ^c	Econ/ ^d	Mgmt ^e
	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$
Service & Agriculture	$\frac{28}{25.7}$	$\frac{26}{48.1}$	$\frac{3}{30.0}$	$\frac{18}{32.7}$	$\frac{26}{22.8}$
Administrative Support	$\frac{23}{21.1}$	$\frac{8}{14.8}$	$\frac{4}{40.0}$	$\frac{9}{16.4}$	$\frac{23}{20.2}$
Education	$\frac{19}{17.4}$	$\frac{4}{7.4}$	$\frac{2}{20.0}$	$\frac{6}{10.9}$	$\frac{13}{11.4}$
Management & Marketing	$\frac{16}{14.7}$	$\frac{10}{18.5}$	$\frac{0}{.0}$	$\frac{7}{12.7}$	$\frac{22}{19.3}$
Health	$\frac{9}{8.3}$	$\frac{2}{3.7}$	$\frac{0}{.0}$	$\frac{7}{12.7}$	$\frac{9}{7.9}$
Production & Transporta- tion	$\frac{5}{4.6}$	$\frac{2}{3.7}$	$\frac{1}{10.0}$	$\frac{4}{7.3}$	$\frac{9}{7.9}$
Retired	$\frac{3}{2.8}$	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{1}{1.8}$	$\frac{5}{4.4}$
Science & Engineering	$\frac{2}{1.8}$	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{2}{3.6}$	$\frac{4}{3.5}$
Law, Social Science & Religion	$\frac{2}{1.8}$	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{1}{.9}$
Communications	$\frac{1}{.9}$	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{1}{1.8}$	$\frac{2}{1.8}$
Mechanics & Construction	$\frac{1}{.9}$	$\frac{2}{3.7}$	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{0}{.0}$

(table continues)

Table 11 (continued)

Classification	Acct ^a	BusAd ^b	Bus/Of ^c Ed	Econ/ ^d Fin	Mgmt ^e Mkt
	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$	$\frac{n}{\%}$
Armed Forces	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{0}{.0}$	$\frac{0}{.0}$
Total	$\frac{109}{100.0}$	$\frac{54}{100.0}$	$\frac{10}{100.0}$	$\frac{55}{100.0}$	$\frac{114}{100.0}$

^a Accounting^b Business Administration^c Business/Office Education^d Economics/Finance^e Management/Marketing

classified in one of the following three categories: service and agriculture (26 or 22.8%), administrative support (23 or 20.2%), and management and marketing (22 or 19.3%).

Of those who responded, more of the respondents' mothers were in service and agriculture occupations. Administrative support and management/marketing had the next largest response group with mothers in that occupation.

Table 12 shows the occupation of father (number and percentage) in the 12 DOT categories by major groups. In the Accounting group, the largest number (36 or 34.6%) of fathers' occupations were classified as Management and Marketing. Over one-third (17 or 37%) of the Business Administration group

indicated that their fathers were employed in management or marketing occupations. Six of the 10 (60%) in the Business/Office Education group had a father whose occupation was classified as either Management and Marketing (3 or 30%) or Science and Engineering (3 or 30%). The fathers of 24 (42.1%) of the Economics/Finance group had occupations in the Management and Marketing category. Over two-fifths (47 or 42.3%) of the respondents in the Management/Marketing group indicated that their fathers' occupation was in the area of Management and Marketing.

Age of Respondents by Groups of Majors

Since the variable age was measured on an interval scale, the Analysis of Variance (ANOVA) procedure was used to compare the groups. The test revealed that the major groups were not significantly different on the variable age ($F_{4,358}=1.75$, $p=.14$) (see Table 13).

GPA of Respondents by Groups of Majors

The Analysis of Variance (ANOVA) procedure was used to compare the groups on the variable GPA (grade point average). The test revealed that the major groups were significantly different on the variable GPA ($F_{4, 357}=17.62$, $p=.001$). In order to know where the differences were among the groups, Tukey's posthoc multiple comparison test was used as a follow-up procedure to the ANOVA. The test revealed a significant

Table 12

Occupation of Respondents' Fathers by Academic Major Groups

Classifica- tion	Acct ^a <u>n</u> %	BusAd ^b <u>n</u> %	Bus/Of ^c Ed <u>n</u> %	Econ/ ^d Fin <u>n</u> %	Mgt/ ^e Mkt <u>n</u> %
Management & Marketing	<u>36</u> 34.6	<u>17</u> 37.0	<u>3</u> 30.0	<u>24</u> 42.1	<u>47</u> 42.3
Science & Engineering	<u>14</u> 13.5	<u>8</u> 17.4	<u>3</u> 30.0	<u>6</u> 10.5	<u>11</u> 9.9
Service & Agriculture	<u>11</u> 10.6	<u>5</u> 10.9	<u>0</u> .0	<u>7</u> 12.3	<u>2</u> 1.8
Mechanics & Construction	<u>8</u> 7.7	<u>4</u> 8.7	<u>1</u> 10.0	<u>2</u> 3.5	<u>11</u> 9.9
Production & Transporta- tion	<u>7</u> 6.7	<u>1</u> 2.2	<u>2</u> 20.0	<u>10</u> 17.5	<u>7</u> 6.3
Retired	<u>7</u> 6.7	<u>4</u> 8.7	<u>1</u> 10.0	<u>2</u> 3.5	<u>7</u> 6.3
Law, Social Science & Religion	<u>5</u> 4.8	<u>0</u> .0	<u>0</u> .0	<u>0</u> .0	<u>3</u> 2.7
Health	<u>5</u> 4.8	<u>1</u> 2.2	<u>0</u> .0	<u>1</u> 1.8	<u>5</u> 4.5
Education	<u>4</u> 3.8	<u>0</u> .0	<u>0</u> .0	<u>1</u> 1.8	<u>6</u> 5.4
Armed Forces	<u>4</u> 3.8	<u>2</u> 4.3	<u>0</u> .0	<u>0</u> .0	<u>3</u> 2.7
Administrative Support	<u>3</u> 2.9	<u>4</u> 8.7	<u>0</u> .0	<u>3</u> 5.3	<u>8</u> 7.2

(table continues)

Table 12 (continued)

Classifica- tion	Acct ^a	BusAd ^b	Bus/Of ^c Ed	Econ/ ^d Fin	Mgt ^e Mkt
Communications	<u>0</u> .0	<u>0</u> .0	<u>0</u> .0	<u>1</u> 1.8	<u>1</u> .9
Total	<u>104</u> 100.0	<u>46</u> 100.0	<u>10</u> 100.0	<u>57</u> 100.0	<u>111</u> 100.0

^a Accounting^b Business Administration^c Business/Office Education^d Economics/Finance^e Management/Marketing

Table 13

Analysis of Variance of Age of Respondents by Groups of Majors

Source	<u>df</u>	<u>SS</u>	<u>F</u>	<u>P</u>
Between groups	4	140.37	1.75	.14
Within groups	358	7,163.17		
Total	362	7,303.54		

Note. Groups of majors are Accounting, Business Administration, Business/Office Education, Economics/Finance, and Management/Marketing. (See Appendix B for specific majors in groupings.)

difference between the following groups: the Accounting group GPA average was higher than the following three groups: Business/Office Education, Business Administration, and the Management/ Marketing group. The Economics-Finance group had a higher GPA than did the Business Administration group and the Management-Marketing group. (Table 14). The mean GPA's for the five major groups are presented in Table 15.

Table 14

Analysis of Variance of Respondents' GPA by Groups of Majors

Source	<u>df</u>	<u>SS</u>	<u>F</u>	<u>P</u>
Between groups	4	12.63	17.62	.001
Within groups	357	63.99		
Total	361	76.62		

Note. Groups of majors are Accounting, Business Administration, Business/Office Education, Economics/Finance, and Management/Marketing. (See Appendix B for specific majors in groupings.)

Table 15

Mean^a Grade Point Average by Groups of Majors

Major Group	\bar{x}	SD
Accounting	3.19	.44
Economics/Finance	3.08	.46
Management/Marketing	2.80	.38
Business Administration	2.79	.42
Business/Office Education	2.71	.56

^a The grade point scale was : 0=F, 1=D, 2=C, 3=B, and 4=A.

Objective 3

The third objective of the study was to determine the degree of desirability of the various business majors as perceived by business students enrolled in NABTE member universities in Tennessee.

Respondents' Perceived Degree of Desirability of Various Business Majors

Respondents were asked to indicate their perception of the desirability of each business major. Each major was rated on a scale from 1 to 5, with 1 indicating "very undesirable major" and 5 indicating "extremely desirable major." The overall means and standard deviations of the perceived desirability for each of the business majors are shown in Table 16. Marketing had the highest perceived desirability score of 3.49 (sd= 1.15). Management Information Systems and

Table 16

Respondents' Perceived Degree of Desirability of Various Business Majors

Major	\bar{x}^a	SD
Marketing	3.49	1.15
Management	3.37	1.14
Management Information Systems	3.22	1.13
Computer Information Systems	3.12	1.23
Business Administration	3.12	1.07
Accounting	3.10	1.48
Finance	3.07	1.35
Real Estate	2.95	1.16
General Business	2.92	1.12
Office Administration/Office Mgmt.	2.81	1.10
Insurance	2.61	1.12
Public Administration	2.58	1.01
Business Education	2.45	1.02
Economics	2.38	1.23
Statistics	2.14	1.17
Other ^b	3.44	1.65

^aScale values include: 1=very undesirable major, 2=marginally desirable major, 3=desirable major, 4=very desirable major, 5=extremely desirable major.

(table continues)

Table 16 (continued)

^bOther includes: Logistics/Transportation, Financial Services, Medical Records Administration, and Health Care Administration

Management had the next highest perceived desirability score with overall means of 3.37 and 3.22 respectively. Economics and Business Education were two of the majors with the lowest perceived desirability mean scores of 2.38 and 2.45 respectively. Statistics was perceived as the least desirable major overall with a mean score of 2.14 (sd=1.17).

Respondents' Perceptions Regarding the Most Desirable Business Major

Respondents were also asked to indicate the business major that they would identify as the single most desirable major. The number and percentage of respondents who identified a specific major as the most desirable major are presented in Table 17. Accounting was identified as the most desirable business major by about one-fourth (94 or 25.7%) of the respondents. Marketing, Management, and Finance were the next three majors most frequently named as the most desirable major. Only 12 respondents (3.3%) considered Business Education to be the most desirable major. Public Administration, Statistics, Insurance, and Real Estate were rated by four or fewer students as the most desirable major.

Table 17

Respondents' Perceptions Regarding the Most Desirable Business Major

Major	<u>n^a</u>	<u>%</u>
Accounting	94	26.4
Marketing	59	16.6
Management	47	13.2
Finance	41	11.5
Business Administration	27	7.6
Computer Information Systems	21	5.9
Business Education	12	3.4
General Business	9	2.5
Management Information Systems	8	2.2
Economics	7	2.0
Office Administration/Office Mgmt.	7	2.0
Real Estate	4	1.1
Insurance	3	.8
Statistics	2	.6
Public Administration	1	.3
Other ^b	<u>14</u>	<u>3.9</u>
Total	356	100.0

Note. Ten students did not respond to this item.

^a Number of respondents identifying each major as the most desirable major.

(table continues)

Table 17 (continued)

^b Other includes: Logistics/Transportation, Financial Services, Medical Records Administration, and Health Care Administration.

Objective 4

Objective four of the study was to compare the perceived degree of desirability of business majors among students enrolled in different groups of business majors. The business majors were categorized into five groups: (1) Accounting , (2) Business Administration, (3) Business/Office Education, (4) Economics/Finance, and (5) Management/ Marketing. (See Appendix B for groupings.)

Mean Perceived Degree of Desirability of Each Business Major by Groups of Business Majors

The mean perceived degree of desirability of each major was calculated for each group of business majors. In addition, the greatest degree of difference (GDD) in the perceived desirability of each major was determined by subtracting the lowest group mean score from the highest group mean score. No statistical comparisons were made on these items to avoid excessive inflation of experiment-wise error (Oliver, 1979). However, a scale of practical significant difference was established by the researcher to use in interpreting this data. The use of scales of practical

significance and/or common sense interpretations of data have been suggested by Hays (1963), Gold (1969), and Saladaga (1981).

The scale of practical significance was established as follows:

<u>Difference in Scores</u>	<u>Degree of Difference</u>
>1.25	High
1.00-1.25	Substantial
.75- .99	Moderate
.50- .74	Low
<.50	Negligible

Table 18 lists the group means for each major in descending order of greatest degree of difference among these groups. The major for which the highest difference was found was Accounting (GDD=2.09). According to the scale of practical significance, 2.09 was considered a high degree of difference. Two additional majors had a high degree of difference. These were Finance (GDD=1.87) and Office Administration/Office Management (GDD=1.30). Two majors, Marketing and Business Administration, were considered to have a substantial degree of difference (1.00-1.25). Five majors were considered to have a moderate degree of difference (.75-.99). Five majors fit into the low level of difference category (.50-.74), with Insurance being the lowest (GDD=.59).

Table 18

Mean^a Perceived Degree of Desirability of Each Business Major by Groups of Majors

Major	Acct ^b	BusAd ^c	BusEd ^d	Econ/ ^e Fin	Mgt/ ^f Mkt	GDD ^g
Accounting	4.42	2.37	2.64	2.93	2.33	2.09
Finance	3.16	2.63	2.64	4.41	2.54	1.87
OffAdmin/ OffMgmt	2.54	3.30	3.82	2.52	2.90	1.30
Marketing	3.15	3.26	3.00	3.08	4.15	1.15
BusAdmin	3.00	3.87	3.09	2.80	3.05	1.07
Management	3.04	3.57	2.82	3.07	3.79	.97
Economics	2.38	2.63	1.91	2.87	2.07	.96
BusEd	2.43	2.51	3.09	2.25	2.47	.84
Real Estate	2.71	2.72	3.55	3.25	3.07	.84
General Business	2.69	3.45	3.36	2.73	2.94	.76
CIS	3.56	2.87	2.82	3.13	2.84	.74
PubAdmin	2.33	2.76	3.00	2.30	2.84	.70
Statistics	2.20	1.80	2.00	2.41	2.11	.61
MIS	3.42	3.15	2.82	2.98	3.21	.60
Insurance	2.35	2.94	2.91	2.89	2.54	.59

^aScale values include: 1=very undesirable major, 2=marginally desirable major, 3=desirable major, 4=very desirable major, 5=extremely desirable major.

(table continues)

Table 18 (continued)

^bAccounting^cBusiness Administration^dBusiness/Office Education^eEconomics/Finance^fManagement/Marketing^gGDD=Greatest Degree of Difference (highest group mean minus lowest group mean)

Only three of the majors were not perceived as having highest desirability by the group within which their major was grouped: public administration (mean=2.76), statistics (mean=2.20), and insurance (mean=2.89).

Objective 5

The fifth objective of the study was to determine the perceived influence of selected factors on the selection of a college major by business students in NABTE member universities in Tennessee.

Perceived Influence of Selected Factors on Students' Choice of a Business Major

Respondents were asked to indicate how much importance various factors had on their decision to select a specific business major. The scale of importance utilized was: 1=no importance, 2=little importance, 3=some importance, 4=much importance, and 5=very much importance.

Table 19 lists the overall means and standard deviations for each of the identified factors influencing students to

choose their business major. To facilitate the interpretation of this data, a scale was established for these mean importance values. The scale of practical significance included:

1.00-1.50	No importance
1.51-2.50	Little importance
2.51-3.49	Some importance
3.50-4.49	Much importance
4.50-5.00	Very much importance

The data are presented in descending order of the mean value of the importance of the factor. "Potential income" was the factor which was found to have the highest mean score of 4.16. Four additional factors were considered to be of "much importance":

- (1) Offers broad job opportunities (mean=4.14)
- (2) Type of work involved in this field (mean=4.13)
- (3) Demand for people with this degree (mean=3.70)
- (4) Prestige of the job (mean=3.51).

There were four factors considered to be of "some importance" (2.51-3.49) in the selection of a choice of major:

- (1) To be of service to people (mean=3.31)
- (2) To start my own business (mean=3.11)
- (3) Potential travel opportunities (mean=2.77)
- (4) Opportunities to return home to a position
(mean=2.59)

Table 19

Perceived Influence of Selected Factors on Students' Choice of a Business Major

Factor	\bar{x}^a	SD
Potential income	4.16	.89
Offers broad job opportunities	4.14	.99
Type of work involved in this field	4.13	.84
Demand for people with this degree	3.70	1.08
Prestige of the job	3.51	1.17
To be of service to people	3.31	1.06
To start my own business	3.11	1.40
Potential travel opportunities	2.77	1.22
Opportunity to return home to a position	2.59	1.32
Abundance of information supplied on major	2.46	1.11
Good preparation for graduate school	2.40	1.24
Took related courses in high school	2.15	1.31
Parental influence	2.10	1.16
Influence of friends	1.95	1.11
Influence of a summer job	1.92	1.26
Influence of high school teacher	1.72	1.09
To go into governmental politics	1.61	.99
Influence of high school guidance counselor	1.54	.93

^a Scale values include: 1=no importance, 2=little importance, 3=some importance, 4=much importance, and 5=very much importance.

The factor with the lowest mean importance was "influence of high school guidance counselor" (mean=1.54).

Respondents' Perceptions Regarding the Most Influential Factor on Students' Choices of a Business Major

In addition, respondents were asked to indicate the single most important factor in selecting their business major. The data in Table 20 shows the frequency (and percentage) of factors identified by the respondents as the most influential factor. Almost one-fourth (81 or 22.8%) of the respondents identified "potential income" as the most influential factor in selection of major. Other frequently identified factors were "offers broad job opportunities," which was identified by 62 (17.4%) of the respondents, and "type of work involved in this field," which was identified by 60 (16.9%). "To start my own business" was named by 40 (11.2%) of the respondents as the most influential factor. Least frequently identified factors included "influence of a summer job" (6 or 1.7%), "to go into governmental politics" (3 or .8%), and "influence of friends" (2 or .6%). Only one person (.3%) listed "good preparation for graduate school" as the most influential factor.

Table 20

Respondents' Perceptions Regarding the Most Influential Factor
on Students' Choices of a Business Major

Factor	<u>n^a</u>	<u>%</u>
Potential income	81	22.8
Offers broad job opportunities	62	17.4
Type of work involved in this field	60	16.9
To start my own business	40	11.2
Demand for people with this degree	28	7.9
Parental influence	14	3.9
Opportunity to return home to a position	10	2.8
To be of service to people	10	2.8
Prestige of the job	10	2.8
Took related courses in high school	10	2.8
Potential travel opportunities	7	2.0
Influence of a summer job	6	1.7
To go into governmental politics	3	.8
Influence of friends	2	.6
Good preparation for graduate school	1	.3
Other	<u>12</u>	<u>3.4</u>
Total	356	100.0

Note. Ten students did not respond to this item.

^a Number of respondents identifying each factor as the most influential factor.

Objective 6

Objective six was to compare the perceived influence of various factors on the selection of a major among students enrolled in different groups of business majors.

Mean Perceived Degree of Influence of Selected Factors on Choice of a Business Major by Groups of Majors

The mean for the degree of perceived influence of each factor on the selection of a major was calculated for each group of majors. In addition, the greatest degree of difference in the perceived influence of various factors on the selection of a major among these groups was determined for each factor by subtracting the lowest group mean from the highest group mean. The group mean for each factor was presented in descending order according to the greatest degree of difference. No statistical comparisons were made on these items to avoid excessive inflation of experiment-wise error. However, a scale of practical significant difference (same scale as was used in objective four) was established by the researcher to use in interpreting this data.

A substantial degree of difference among the groups in perception was found on the following five factors: "to be of service to people" (GDD=1.13), "prestige of the job" (GDD=1.12), "influence of a summer job" (GDD=1.08), "potential income" (GDD=1.06), and "potential travel opportunities" (GDD=1.04).

Six factors were perceived to have a moderate degree of difference among the groups, and three factors had a low degree of difference among the groups.

The lowest differences were found for the following four factors, which were perceived to have a negligible degree of difference among the group means: "to go into governmental politics" (GDD=.45), "influence of friends" (GDD=.41), "abundance of information supplied on major" (GDD=.41), and the lowest, "type of work involved in this field" (GDD=.38) (see Table 21).

Table 21

Mean^a Perceived Degree of Influence of Selected Factors on Choice of a Business Major by Groups of Majors

Factor	Acct ^b	BusAd ^c	Bus/Of ^d Ed	Econ/ ^e Fin	Mgmt ^f Mkt	GDD
To be of service to people	3.30	3.29	4.18	3.05	3.37	1.13
Prestige of the job	3.82	3.42	2.70	3.67	3.24	1.12
Influence of a summer job	1.56	2.02	2.64	1.89	2.18	1.08
Potential income	4.33	4.20	3.27	4.28	4.00	1.06
Potential travel opportunities	2.68	2.65	1.91	2.85	2.95	1.04
Influence of high school teacher	1.88	1.81	2.36	1.39	1.63	.97
Demand for people with this degree	4.23	3.60	3.45	3.34	3.50	.89
Took related courses in high school	2.58	2.53	2.55	1.69	1.76	.89
Good preparation for graduate school	2.54	2.53	1.73	2.43	2.24	.81
Influence of high school guidance counselors	1.49	1.73	2.18	1.41	1.50	.77
(table continues)						

Table 21, continued

Factor	Acct ^b	BusAd ^c	Bus/Of ^d Ed	Econ/ ^e Fin	Mgmt/ ^f Mkt	GDD ^g
Opportunity to return home to a position	2.63	2.78	3.09	2.33	2.54	.76
Parental influence	2.15	2.35	2.55	1.82	2.03	.70
Offers broad job opportunities	4.20	4.05	3.64	3.95	4.27	.63
To start my own business	3.26	3.02	2.73	2.87	3.16	.53
To go into governmental politics	1.50	1.95	1.36	1.75	1.5	.45
Influence of friends	1.80	2.18	2.18	1.77	2.07	.41
Abundance of information supplied on major	2.53	2.59	2.18	2.18	2.51	.41
Type of work involved in this field	4.24	3.98	4.36	4.07	4.09	.38

^aScale values include: 1= no importance, 2=little importance, 3=some importance, 4=much importance, and 5=very much importance.

(table continues)

Table 21 (continued)

^aAccounting

^bBusiness Administration

^cBusiness/Office Education

^dEconomics/Finance

^eManagement/Marketing

^fGDD=Greatest degree of difference (highest group mean minus lowest group mean)

Objective 7

Objective seven was to determine why business students did not choose business education as a major in NABTE member universities in Tennessee.

Perceived Influence of Selected Factors on Students' Decisions Not to Choose Business Education as a Major

Respondents who were not business education majors were asked to indicate the level of importance that various factors had on their decision not to select Business Education as a major. Table 22 presents overall means and standard deviations (in descending order of the mean importance value) for each of the identified factors which influenced students not to select business education as a major. The scale of importance used was: 1=no importance, 2=little importance, 3=some importance, 4=much importance, and 5=very much importance.

In interpreting the data, the following interpretive scale was established:

<u>Mean</u>	<u>Level of Importance</u>
1.00-1.50	No importance
1.51-2.50	Little importance
2.51-3.49	Some importance
3.50-4.49	Much importance
4.50-5.00	Very much importance

The highest factors in influencing students not to choose business education as a major were in the "some importance"

(2.51-3.49) category. Those four factors included: "potential income" (mean=3.13), "does not offer broad job opportunities" (mean=3.03), "type of work involved in teaching" (mean=2.96), and "I am not familiar with business education as a major" (mean=2.73).

According to the interpretive scale, 11 factors were of "little importance" (1.51-2.50) in influencing students not to choose business education as a major, and three factors were identified as having "no importance" (1.00-1.50) in influencing the decision of students not to select Business Education as a major. The factor having the least importance was "my friends did not choose this major" (mean=1.27).

Respondents' Perceptions Regarding the Most Influential Factor on Students' Decisions Not to Choose Business Education as a Major

Respondents who were not Business Education majors were also asked to indicate the single most important factor which influenced them not to choose Business Education as a major. Table 23 presents the frequency and percentage of factors identified as the most important factor in not choosing Business Education as a major.

Seventy-seven of the respondents (22.9 percent) identified "potential income" as the most influential factor in not choosing Business Education. "I am not familiar with Business Education as a major" was named the most influential factor by 68 of the respondents (20.2 percent), and "the type

Table 22

Perceived Influence of Selected Factors on Students' Decisions
Not to Choose Business Education as a Major

Factor	\bar{x}	SD
Potential income	3.13	1.43
Does not offer broad job opportunities	3.03	1.33
Type of work involved in teaching	2.96	1.42
I am not familiar with business education as a major	2.73	1.43
Want to start my own business	2.57	1.50
No demand for people with this degree	2.34	1.16
Teaching is not a prestigious job	2.13	1.19
Lack of travel opportunities	1.98	1.16
Little opportunity to return home to work	1.82	1.08
No opportunity to test field with summer job	1.69	1.05
Does not prepare one for graduate school	1.63	.50
Parental influence	1.62	1.04
Had no high school courses in business	1.57	1.01
Do not enjoy working with people	1.55	.90
Not recommended by high school guidance counselor	1.51	1.01
Does not prepare one to enter governmental politics	1.48	.86
Not recommended by high school teacher	1.42	.92
My friends did not choose this major	1.27	.67

(table continues)

Table 22 (continued)

Note. This does not include business education majors.

^aScale values include: 1=no importance, 2=little importance, 3=some importance, 4=much importance, and 5=very much importance.

of work involved in teaching" was the response of 60 students (17.9 percent). Only one student chose the factor, "does not prepare one to enter governmental politics," and one other student chose the factor, "my friends did not choose this major." None of the students chose the following two factors to be important in their decision not to choose Business Education as a major: "had no high school courses in business" and "not recommended by high school teacher."

Objective 8

The eighth objective was to determine student perceptions of careers and majors in business. Respondents were asked to indicate their degree of agreement or disagreement with each of the 88 perception statements, using the following scale: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree. Each of the items on the questionnaire related to one of the specific business majors.

Table 23

Respondents' Perceptions Regarding the Most Influential Factor on Students' Decision Not to Choose Business Education as a Major

Factor	n ^a	%
Potential income	77	22.9
I am not familiar with business education as a major	68	20.2
The type of work involved in teaching	60	17.9
Want to start my own business	31	9.2
Does not offer broad job opportunities	29	8.6
Parental influence	11	3.3
No demand for people with this degree	10	3.0
Little opportunity to return home to work	9	2.7
Lack of travel opportunities	6	1.8
Teaching is not a prestigious job	4	1.2
Do not enjoy working with people	3	.9
Not recommended by high school guidance counselor	2	.6
Does not prepare one for graduate school	2	.6
No opportunity to test field with summer job	2	.6
Does not prepare one to enter governmental politics	1	.3
My friends did not choose this field	1	.3
Other	20	6.0
Total	340	100.0

(table continues)

Table 23 (continued)

Note. Twenty-six students did not respond to this item.

*Number of respondents identifying each factor as the most important factor in the students' decision not to choose business education as a major.

In interpreting the data in objective eight, the following interpretative scale was established:

1.00-1.50 = Strongly Disagree

1.51-2.50 = Disagree

2.51-3.49 = Undecided

3.50-4.49 = Agree

4.50-5.00 = Strongly Agree

Respondents' Perceptions Toward Various Careers and Business Majors

The mean scores for each of the 88 perception statements about various business majors are presented in descending order of agreement in Table 24. The mean score represents the degree of agreement with the statement. The statement with the highest mean score, 4.23 (sd=.83), was "There is an increased demand for people with computer programming skills." This statement, along with 22 other statements, were in the range of mean scores interpreted as "agree" (mean=3.50-4.49).

According to the interpretive scale, 47 of the statements fit in the "undecided" category (mean=2.51-3.49). The other 19 statements were disagreed upon by the respondents, with the

statement, "Computer science is the field of choice for nerds," receiving the lowest mean score of 1.72 ($sd=.87$).

No items fit in the strongly agree or strongly disagree categories.

Table 24

Respondents' Perceptions toward Various Careers and Business Majors

Perception Statement	\bar{x}	SD
There is an increased demand for people with computer programming skills.	4.23	.83
The business program with the lowest prestige is marketing.	3.99	.90
Management prepares one for strategic planning in the small business as well as the large corporation.	3.92	.65
Accounting is a growing field of employment with high paying jobs throughout the nation.	3.92	.92
Marketing allows interpersonal contacts.	3.89	.67
Teaching business helps one to polish his/her communication skills.	3.85	.68
General business provides a broad background in business.	3.84	.72
Marketing is a challenging and exciting career.	3.80	.85
Finance majors have the potential to have large incomes.	3.80	.87
Statistics majors are able to analyze and interpret business data. effectively	3.78	.75
The need for support staff with office administration/office management skills is increasing.	3.74	.71
People who major in office administration/office management usually have good organizational skills, as well as technical skills.	3.74	.64

(table continues)

Table 24 (continued)

Perception Statement	\bar{x}	SD
A major in economics provides an excellent background for work with the government.	3.71	.75
The interaction with students as a business education teacher is a rewarding experience.	3.69	.79
Computer information systems/management information systems prepare one for broad job opportunities.	3.69	.87
Economics majors have a good understanding of the world system.	3.67	.80
A major in management sharpens one's communications skills.	3.67	.89
Business administration prepares one not only for a career but for everyday life	3.65	.78
People with insurance majors can find employment in a variety of locations.	3.65	.71
Business administration is more widely accepted than general business.	3.61	.78
General business prepares students for a wide spectrum of jobs.	3.53	.85
Public administration majors increase their opportunities for working in a government/non-profit setting.	3.50	.67
Creative persons tend to major in marketing.	3.50	.90
There are high level positions in insurance.	3.49	.81
Real estate is a high risk career.	3.48	.97
In order to succeed in marketing, one often practices situational ethics.	3.48	.77

(table continues)

Table 24 (continued)

Perception Statement	\bar{x}	SD
Real estate allows one to pursue more than one career at a time.	3.48	.84
Salaries of business education teachers are low.	3.47	.82
Having a specialized major in finance will make one marketable.	3.46	.84
Insurance is an up-and-coming field.	3.41	.87
People who major in office administration/office management have an excellent chance for promotion to management.	3.40	.89
Real estate provides for a flexible schedule in the work world.	3.40	.88
Public administration majors have the advantage of learning specific business skills in addition to gaining a broad perspective.	3.37	.69
The principles and procedures used in accounting are more stable.	3.36	.95
A major in statistics is good preparation for graduate school.	3.36	.78
General business provides a good base for graduate study in business or law school.	3.34	.90
A career in management is becoming more popular because of the productivity crisis.	3.31	.77
Public administration majors make less money than business majors such as finance and management.	3.30	.85
Real estate is a good road to wealth.	3.26	.93

(table continues)

Table 24 (continued)

Perception Statement	\bar{x}	SD
General business is too broad to prepare for most occupations.	3.25	1.06
Finance majors have more opportunities for employment in the exciting cities of the world.	3.21	1.00
Economics is not considered to be a very interesting field.	3.20	1.15
Computer majors usually can work flexible hours.	3.18	.85
Real estate does not provide a steady income.	3.17	.92
Office administration/office management majors must be willing to work in a subordinate role.	3.17	.87
People with strong mathematics aptitude do best in accounting.	3.15	1.21
Public administration majors may have different views from other business majors since their main concern is not making a profit.	3.11	.89
Statistics as a major is a narrow concentration.	3.11	.95
There is too much paper work involved in the field of insurance.	3.08	.80
People who major in public administration are service oriented because their organizations are concerned with government/non-profit organizations as opposed to profit-making organizations.	3.06	.86
Those who major in business education can move with ease from the classroom to business.	3.04	.91

(table continues)

Table 24 (continued)

Perception Statement	\bar{x}	SD
Economics majors are well prepared for a diversity of business occupations.	3.03	.92
Business administration majors are required to take too many quantitative courses.	2.90	.84
Insurance is a high pressure career which offers little stability.	2.88	.91
Public administration majors narrow their options in business.	2.86	.74
Business administration offers more opportunities than other business majors.	2.85	1.09
Statisticians manipulate data to fit the situation.	2.85	1.06
People in finance are concerned more with money than people.	2.83	1.02
The business area with major ethical problems is finance.	2.75	.90
There is not much demand for business education teachers.	2.74	.90
A major in economics is too specialized.	2.73	.95
Accounting is a boring major.	2.71	1.33
People who major in marketing become salespersons.	2.71	.97
To be employed as an economist one must hold a Ph.D. in economics; therefore, a bachelor's degree alone is of little value.	2.71	.98
The credibility of real estate people ranks just above used car salespersons.	2.66	1.03

(table continues)

Table 24 (continued)

Perception Statement	\bar{x}	SD
A major in business administration is too management oriented.	2.59	.78
The business administration major is too applied--not enough emphasis on principles and theory.	2.58	.78
A degree in management is not necessary to succeed because who you know is more important than what you know.	2.57	1.06
Computer majors do not relate well to people.	2.52	.95
Management majors are more concerned with status or position than quality of work.	2.52	.92
General business majors are not taught to think but rather to apply principles learned.	2.50	.94
The economics major is the most difficult of all business majors.	2.45	1.07
Office administration/office management majors are less ambitious than other business majors.	2.45	.90
General business majors usually have a lower grade point average.	2.40	.83
The less academically-gifted students major in general business.	2.39	.96
Computer majors are arrogant about their intelligence.	2.38	.90
Management is too specialized--it does not cover other business functions.	2.34	.82
The most glamorous business major is management.	2.29	.93

(table continues)

Table 24 (continued)

Perception Statement	\bar{x}	SD
People in finance have little autonomy since their actions are controlled by the government.	2.29	.75
People who major in insurance have less sensitivity to the needs of others.	2.23	.70
The office administration/office management major is for secretaries only.	2.16	.80
Real estate is a poor major because of the depressed housing market.	2.15	.77
Statistics will have no relevance in the "real world."	2.13	.81
If you cannot do anything else, you can be a business education teacher.	2.11	.93
The brightest students in the business (school/department/program) major in statistics.	2.07	.88
Accounting is too personal and deals with too many social issues.	1.86	.69
Accounting has less professional status than other business majors.	1.82	.85
Computer science is the field of choice for nerds.	1.72	.87

* Scale values include: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree.

Respondents' Perception Subscores Toward Specific Business Majors

In order to compute overall perception scores toward specific business majors, items which were related to each of the specific majors (favorable and unfavorable) were grouped together to obtain subscores. The subscores consisted of approximately six items related to each specific major. (Computer Information Systems and Management Information Systems majors were grouped together in this case.) Approximately half of the items on the instrument were worded favorably and half were worded unfavorably regarding their perception of specific majors. Therefore, prior to calculation of subscores, those items worded unfavorably (reverse scale) were recoded such that all the items had the higher values associated with more favorable perceptions.

Table 25 presents data showing the mean overall perception score for specific business majors in descending order. The following interpretive scale was used for interpreting the data:

1.00 - 1.50 = Strongly unfavorable

1.51 - 2.50 = Unfavorable

2.51 - 3.49 = Undecided

3.50 - 4.49 = Favorable

4.50 - 5.00 = Strongly Favorable

These descriptors were used to more accurately represent the findings reported here.

Four majors--Computer Information Systems/Management Information Systems, Accounting, and Office Administration/Office Management, and Marketing-- had mean scores between 3.75 and 3.50, indicating "favorable" agreement with the perception statements. General Business, Finance, and Management were within the 3.45 to 3.41 mean range, which indicated "undecided." The three majors with the lowest mean scores (3.24 to 3.15) were Real Estate, Statistics, and Public Administration, which also fit into the "undecided" category. All of the other majors fell into the undecided category according to the interpretive scale adopted by the researcher. There were no items in the "unfavorable" or "strongly unfavorable" categories.

Table 25

Respondents' Perception Subscores Toward Specific Business Majors

Major	\bar{x}^a	SD
Computer Information Systems/ Management Information Systems	3.75	.46
Accounting	3.62	.53
Office Administration/Office Management	3.51	.42
Marketing	3.50	.42
General Business	3.45	.51
Finance	3.44	.44
Management	3.41	.40
Insurance	3.39	.42
Business Education	3.38	.40
Business Administration	3.34	.43
Economics	3.33	.42
Real Estate	3.24	.45
Statistics	3.19	.42
Public Administration	3.15	.32

Note. The overall perception mean score is 3.40.

^a Scale values include: 1=strongly disagree,
2=disagree, 3=undecided, 4=agree, and 5=strongly agree.

Objective 9

Objective nine was to compare student perceptions among different groups of business majors in NABTE member universities in Tennessee. The overall mean perception score and the subscores for the majors were calculated for each of the groups of majors represented by respondents.

The overall mean scores of perceptions toward business majors were compared among the five groups of majors and listed in descending order in Table 26: (1) Business Administration, (2) Business/ Office Education, (3) Management/Marketing, (4) Economics/ Finance, and (5) Accounting. The same scale regarding perceptions that was used in objective eight was used to interpret this data.

Table 26

Respondents' Overall Perception Scores by Groups of Majors

Major Group	\bar{x}^a	SD
Business Administration	3.42	.17
Business/Office Education	3.40	.17
Management/Marketing	3.40	.19
Economics/Finance	3.38	.18
Accounting	3.35	.18

^a Scale values include: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly disagree.

Comparison of Overall Perception Mean Scores by Groups of Business Majors

Overall, the group means of perceptions of the major groups ranged from 3.42 to 3.35. The Business Administration group had the highest mean score (3.44), with Business Education and Management/Marketing next (3.42). The Accounting group had the lowest mean of 3.37. According to the practical interpretive scale which was adopted by the author, all five groups fell into the "undecided" category with regard to their attitudes toward the business majors represented in these five groups.

The overall mean perception scores were compared statistically among the groups of majors using the ANOVA procedure. The results of the test in Table 27 revealed no significant difference among the groups ($F_{4,365}=1.66, p=.16$).

Table 27

Analysis of Variance of Overall Perception Mean Scores by Groups of Business Majors

Source	<u>df</u>	<u>SS</u>	<u>F</u>	<u>P</u>
Between groups	4	.23	1.66	.16
Within groups	361	12.74		
Total	365	12.98		

Note. Groups of business majors were: Accounting, Business Administration, Business/Office Education, Economics/Finance, and Management/Marketing.

Comparison of Mean Perception Subscores Toward Specific Business Majors by Groups of Majors

The mean and standard deviation of the perception subscore for each major by groups is presented in Table 28. The subscores among the groups of majors were compared statistically using the ANOVA procedures with Tukey's posthoc multiple comparison. To minimize the problem of inflation of experiment-wise error, the alpha level of .01 was used for these analyses.

The results of the ANOVA test revealed that there were significant differences in the group means of the perceptions of the statements toward seven of the business majors:

Accounting. When comparing the perception of the five groups toward the Accounting major, the mean score of the Accounting Group was significantly higher than the other four groups ($p=.001$).

Business Administration. The perception score of the Business Administration Group toward the Business Administration major was significantly higher than three of the groups--Accounting, Economics/Finance, and Management/Marketing ($p =.001$).

Finance. The perception score of the Economics-Finance Group toward the Finance major was significantly higher than the other four groups ($p =.001$).

General Business. The perception toward the General Business major of the Business Administration Group was

significantly higher than the perceptions of three of the groups--Accounting, Economics/Finance, and Management/Marketing ($p=.001$). The perception score of the Management/Marketing Group toward General Business was significantly higher than the Accounting Group ($p=.001$).

Management. The perception score toward the Management major was significantly different among the following groups: the Management/Marketing and the Business Administration Groups were significantly higher than the Economics/Finance and the Accounting Groups ($p=.001$).

Marketing. The perception toward the Marketing major was significantly higher for the Management/Marketing group than for each of the other four groups. There were no significant differences among the other four groups ($p=.001$).

Office Administration/Office Management. The perception toward the Office Administration/ Office Management major was significantly different as follows: Business/Office Education group was higher from three groups--Accounting, Economics/Finance, and Management/Marketing Groups. The Business Administration Group was significantly higher than Accounting and Economics/Finance ($p=.001$).

No two groups were significantly different at the .01 alpha level in their perception toward the following majors: Business Education, Computer Information Systems/Management Information Systems, Economics, Insurance, Real Estate, Public Administration, and Statistics.

Table 28

Comparison of Mean^a Perception Subscores Toward Specific Business Majors by Groups of Majors

Major	Acct ^b	BusAd ^c	Bus/Of ^d Ed	Econ/ ^e Fin	Mgt/ ^f Mkt		
	$\frac{\bar{X}}{SD}$	$\frac{\bar{X}}{SD}$	$\frac{\bar{X}}{SD}$	$\frac{\bar{X}}{SD}$	$\frac{\bar{X}}{SD}$	F	P
Accounting	$\frac{3.96^g}{.45}$	$\frac{3.49^h}{.49}$	$\frac{3.35^h}{.56}$	$\frac{3.51^h}{.42}$	$\frac{3.43^h}{.51}$	22.08	.001
Business Admin- istration	$\frac{3.26^h}{.38}$	$\frac{3.56^g}{.50}$	$\frac{3.45^{gh}}{.42}$	$\frac{3.25^h}{.33}$	$\frac{3.35^h}{.44}$	5.84	.001
Business Education	$\frac{3.32}{.42}$	$\frac{3.41}{.37}$	$\frac{3.64}{.31}$	$\frac{3.36}{.40}$	$\frac{3.40}{.38}$	2.06	.09
CIS/MIS	$\frac{3.78}{.47}$	$\frac{3.69}{.44}$	$\frac{3.79}{.55}$	$\frac{3.72}{.44}$	$\frac{3.76}{.45}$.49	.74
Economics	$\frac{3.31}{.46}$	$\frac{3.29}{.44}$	$\frac{3.19}{.31}$	$\frac{3.45}{.42}$	$\frac{3.33}{.39}$	1.61	.17
Finance	$\frac{3.37^h}{.42}$	$\frac{3.34^h}{.38}$	$\frac{3.43^h}{.40}$	$\frac{3.86^g}{.41}$	$\frac{3.34^h}{.39}$	20.55	.001
General Business	$\frac{3.29^i}{.53}$	$\frac{3.76^{gi}}{.49}$	$\frac{3.62^{gi}}{.37}$	$\frac{3.32^{hi}}{.41}$	$\frac{3.51^b}{.48}$	10.39	.001

(table continues)

Table 28 (continued)

Major	Acct	BusAd	Bus/Of Ed	Econ/ Fin	Mgt/ Mkt	F	P
	$\frac{\bar{X}}{SD}$	$\frac{\bar{X}}{SD}$	$\frac{\bar{X}}{SD}$	$\frac{\bar{X}}{SD}$	$\frac{\bar{X}}{SD}$		
Insurance	$\frac{3.31}{.43}$	$\frac{3.38}{.41}$	$\frac{3.30}{.51}$	$\frac{3.52}{.40}$	$\frac{3.41}{.41}$	2.57	.04
Management	$\frac{3.30^h}{.36}$	$\frac{3.50^g}{.37}$	$\frac{3.48^{gh}}{.24}$	$\frac{3.22^h}{.31}$	$\frac{3.55^g}{.44}$	11.15	.001
Marketing	$\frac{3.35^g}{.34}$	$\frac{3.46^g}{.26}$	$\frac{3.32^g}{.27}$	$\frac{3.45^g}{.31}$	$\frac{3.69^h}{.35}$	11.35	.001
OffAdmin/OffMgmt	$\frac{3.43^h}{.43}$	$\frac{3.65^{ij}}{.39}$	$\frac{3.92^{gi}}{.41}$	$\frac{3.41^h}{.39}$	$\frac{3.55^{hj}}{.42}$	6.82	.001
Public Administra- tion	$\frac{3.14}{.33}$	$\frac{3.21}{.35}$	$\frac{3.27}{.19}$	$\frac{3.12}{.35}$	$\frac{3.13}{.29}$	1.16	.33
Real Estate	$\frac{3.18}{.45}$	$\frac{3.22}{.41}$	$\frac{3.06}{.49}$	$\frac{3.39}{.45}$	$\frac{3.24}{.44}$	2.81	.03
Statistics	$\frac{3.24}{.45}$	$\frac{3.15}{.38}$	$\frac{3.11}{.35}$	$\frac{3.12}{.50}$	$\frac{3.19}{.37}$.96	.43

Note: For comparisons where $p < .01$, means which do not have a common superscript (superscript g, h, i, and j) are significantly different.

(table continues)

Table 28 (continued)

^a Scale values include: 1=strongly disagree, 2=disagree, 3=undecided, 4=agree, and 5=strongly agree.

^b Accounting

^c Business Administration

^d Business/Office Education

^e Economics/Finance

^f Management/Marketing

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to identify the factors which influence students to select various business majors in Tennessee universities with membership in NABTE (National Association of Business Teacher Education). In addition, the study sought to determine factors which influence student decisions regarding business teacher education.

Specific objectives of the study were:

1. To describe students majoring in business curricula in National Association of Business Education (NABTE) member universities in Tennessee on selected demographic characteristics.

2. To compare the demographic characteristics of business students among the groups of business majors in NABTE member universities in Tennessee.

3. To determine the degree of desirability of the various business majors as perceived by business students enrolled in NABTE member universities in Tennessee.

4. To compare the perceived degree of desirability of business majors among students enrolled in different groups of business majors.

5. To determine the influence of various factors on the selection of a college major by business students in NABTE member universities in Tennessee.

6. To compare the perceived influence of various factors on the selection of a major among students enrolled in different groups of business majors.

7. To determine why business students did not choose business education as a major in NABTE member universities in Tennessee.

8. To determine student perceptions toward careers and majors in business.

9. To compare student perceptions among different groups of business majors in NABTE member universities in Tennessee.

The target population for this study was junior level students in business-related majors at Tennessee universities with membership in NABTE. All six Tennessee universities with membership in NABTE were included in the study. The accessible population included two core business classes at the junior level which were required of all majors (including business teacher education) at each of the six institutions.

Data were collected from 366 business students at the NABTE affiliated universities in Tennessee using a researcher designed questionnaire, which was validated with a panel of experts in vocational education and representatives from NBEA (National Business Education Association) and NABTE (National Association of Business Teacher Education). The questionnaire was field tested with a sample of 54 business students throughout the United States.

The instrument consisted of three parts. Part I asked questions which described business majors on their specific choice of major, the degree of desirability of the various business majors as perceived by business students, and factors which influenced choice of major; Part II asked questions which dealt with general perceptions regarding careers in business; and Part III included questions regarding demographics.

Descriptive statistics were used to describe the demographic characteristics of the students, the perceived desirability of various business majors, and the perceived influence of selected factors on students' choice of a business major, and the perceptions regarding business careers and majors. The Chi Square and ANOVA tests were used for comparisons when appropriate, with Tukey's posthoc comparison test.

Findings

The following is a summary of the major findings of the study:

1. Almost 9 out of 10 (89.5%) of the business students were 26 years old or younger. The mean age was 22.6.
2. Almost one-half (46.5%) of the respondents were reared in a town or small city .
3. Almost three-fourths (71.2%) of the students had GPA's which ranged from 2.50 to 3.49. The average GPA was 2.97 with a standard deviation of .46.

4. Over one-third (127 or 38.7%) of the students had fathers whose occupations were in the Management/Marketing area. Approximately 50% of the students' mothers were employed in two areas: (1) Service and Agriculture (101 or 29.5%), and (2) Administrative Support (67 or 19.6%).
5. Accounting was the major reported by the largest number of students (97 or 26.5%).
6. Business Education was determined to be one of the least frequently reported majors with only 4 (1.1%).
7. When grouping the majors into five categories, the Management/Marketing group had the largest number (123 or 33.6%) of respondents.
8. When grouped together, Business Education and Office Administration/Office Management had the smallest number of respondents (11 or 3.0%).
9. The ANOVA test and Tukey's posthoc multiple comparison test revealed that the mean GPA (3.19) of the Accounting group was significantly higher than three groups: Business/Office Education (2.71), Business Administration (2.79), and Management/Marketing (2.80).
10. The three majors with the highest perceived desirability score were Marketing (mean=3.49), Management (mean=3.37), and Management Information Systems (mean=3.22).

11. Accounting was perceived to be the most desirable business major by the largest number of respondents (94 or 25.7%).
12. Only 12 respondents (3.4%) perceived Business Education to be the single most desirable business major.
13. When comparing the perceived degree of desirability of business majors among students enrolled in different groups of majors, the Accounting (mean=4.42) major showed the greatest degree of difference among these groups (GDD=2.09), which was considered to be a high level of significance.
14. Five factors were perceived to have "much importance" (3.50-4.49) on the business students in selecting their major:
 - (1) potential income (mean=4.16)
 - (2) offers broad job opportunities (mean=4.14)
 - (3) type of work involved in this field (mean=4.13)
 - (4) demand for people with this degree (mean=3.70)
 - (5) prestige of the job (mean=3.51)
15. The top three factors perceived as the single most influential in selecting a business major were:
 - (1) potential income (n=81, 22.8%)
 - (2) offers broad job opportunities (n=62, 17.4%)
 - (3) type of work involved in this field (n=60, 16.9%)

16. The top four factors which were of "some importance" in influencing students not to choose business education as a major were:
- (1) potential income (mean=3.13)
 - (2) does not offer broad job opportunities (mean=3.03)
 - (3) type of work involved in teaching (mean=2.96)
 - (4) I am not familiar with business education as a major (mean=2.73).
17. The top three factors perceived as the single most influential in not selecting business education as a major were:
- (1) potential income
 - (2) I am not familiar with business education as a major
 - (3) the type of work involved in teaching
18. The following four perception statements about business careers or majors received the highest mean scores:
- (1) There is an increased demand for people with computer programming skills (mean=4.23).
 - (2) The business program with the lowest prestige is marketing (mean=3.99).
 - (3) Management prepares one for strategic planning in the small business as well as the large corporation (mean=3.92).

(4) Accounting is a growing field of employment with high paying jobs throughout the nation (mean=3.92).

19. The four majors with the highest overall group mean subscores of agreement with perception statements were:

(1) Computer Information Systems/Management Information Systems (mean=3.75)

(2) Accounting (mean=3.62)

(3) Office Administration/Office Management (mean=3.51)

(4) Marketing (mean=3.50).

20. When comparing the perception scores of groups of majors toward specific majors, there was a narrow range of mean scores (3.42 to 3.35), which fit into the "undecided" category. Business Administration had the highest mean score (3.42).

21. When comparing the perception subscores toward specific business majors by groups of majors, the mean score of the Accounting group was significantly higher than the other four groups ($p=.001$). The perception subscores of the Business Administration group toward the Business Administration major were significantly higher than three of the groups--Accounting, Economics/Finance and Management/Marketing ($p=.001$).

22. The perception subscore of the Business/Office Education group toward the Office Administration/Office Management major was significantly higher than three groups--Accounting, Economics/Finance and Management/Marketing.

Conclusions and Recommendations

Based on the findings of this study, the researcher makes the following conclusions and recommendations:

1. The majority of the respondents were 26 years old or younger.

This conclusion is based on the finding that 89.5 percent of the business students were 26 years old or younger.

2. More of the respondents were reared in a town or small city than in other population areas.

This conclusion is based on the findings that 46.5% of the students were reared in a town or small city.

3. The GPA of the majority of the business students was above average.

This conclusion is based on the finding that 71.2 percent of the students had GPAs which ranged from 2.50 to 3.49, with an average GPA of 2.97.

4. The most prevalent father's occupation was in the area of Management and Marketing. The mother of the students was employed more in two areas: (a) Service and Agriculture, and (b) Administrative Support.

This conclusion is based on the findings that 38.7% of the students had a father whose occupation was in the Management and Marketing area. Approximately one-half of the mothers' occupations fit into two categories: (a) Service and Agriculture (29.5%) and (b) Administrative Support (19.6%).

5. Accounting was the most prevalent major selected by the business students.

This conclusion is based on the finding that the largest group of respondents (97 or 26.5%) reported Accounting as their major.

6. Business Education was perceived to be one of the least desirable business majors and was infrequently chosen as a major.

This conclusion is based on the finding that only 12 respondents (3.4%) perceived Business Education to be the single most desirable business major, and only 4 students (1.1%) reported Business Education as their major.

This conclusion is similar to the findings of Calhoun (1983); Friedheim (1982); Astin, Green, and Korn (1987); and Gades and Culver(1982). All of these studies reported that business teacher education enrollments are declining in colleges and universities in the United States. The "Action Plan" by the Policies Commission for Business and Economic Education (1987) called for improvements in student recruitment for business education.

Based on these findings and this conclusion, the researcher would recommend that colleges and universities develop a strong recruitment program, emphasizing the new or different career options for business education graduates. Some of the career options, as outlined by Kaliski (198), are to teach business at all levels (from elementary school through the four-year college and university), as well as in other settings such as business and industry, prisons, Indian reservations, government-sponsored programs, and mass media. Further, that a public relations program be developed to improve the image of and to stress the need for Business Education. This program might emphasize the following:

- (1) Training needs in business, industry, government, medicine, and the military.
- (2) The possibility of a teacher shortage within the next few years in the area of business education (Calhoun, 1983).
- (3) The ease with which business education graduates can move from the classroom to the business world (Culver, 1980).

7. Of the five groups of business majors, the largest number of students were in the Management/Marketing group.

This conclusion is based on the finding that 123 or 33.6% of the students were in the Management/Marketing area.

This conclusion is consistent with the findings of Caballero and Dickinson (1986) that students may choose

business administration over business teacher education because of the differences in salaries paid by industry and by education. This conclusion is also supported by statistics from the Digest of Education Statistics (1987) which state that the number of bachelor's degrees conferred in business and management rose by 75% from 1974-75 to 1984-85. The Digest of Education Statistics (1989) states that the largest number of degrees conferred in 1986-87 were in the fields of business and management.

8. Of the five groups of business majors, the Business/Office Education group had the smallest number of respondents.

This conclusion is based on the finding that 11 or 3% of the students majored in Business Education and Office Administration/Office Management.

This conclusion supports the premise that in spite of the projections of the United States Department of Labor regarding increased demands in the business world for students in the administrative support area, the number of students majoring in Business Education and Office Administration/Office Management is decreasing (Clayton, 1980, and Gades, 1985). This conclusion also raises questions concerning why these enrollments are declining. This is also similar to studies by Daggett and Branigan (1987), Seel (1985), and Kaliski (1987) who state that delivery systems in business and office education must move past the classroom walls and that

articulation between secondary and postsecondary schools must be improved.

9. The GPA of students in the Accounting group was higher than the GPA of most other groups of business majors.

This conclusion is based on the findings that the mean GPA (3.19) of the Accounting group was significantly higher (according to the ANOVA and Tukey's posthoc multiple comparison test) than three groups: Business/Office Education (2.71), Business Administration (2.79), and Management/Marketing (2.80).

Based on this finding and conclusion, the researcher recommends that further research be done to see if this finding can be further substantiated. If it can be, an attempt should be made to find out why there are differences in the GPAs of Accounting majors when compared with other business majors.

10. Three majors--Marketing, Management, and Management Information Systems-- were perceived to be highly desirable majors.

This conclusion is based on the findings that the three majors with the highest perceived desirability rating were Marketing (mean=3.49), Management (mean=3.37), and Management Information Systems (mean=3.22).

This conclusion is consistent with the statistics in the Digest of Education Statistics (1987), which reported that the number of degrees conferred in computer and information

systems jumped by 672 percent from 1974-75 to 1984-85, and the degrees conferred in business and management rose by 75 percent during the same period.

11. Accounting was perceived to be the most desirable business major.

This conclusion is based on the findings that 94 or 25.7% of the business students perceived accounting to be the most desirable business major.

Based on this finding and conclusion, the researcher would recommend that further research be conducted to determine specifically why students perceive accounting to be the most desirable business major.

12. Five factors were perceived to have "much importance" on business students' decisions in selecting their major. These included:

- (1) potential income
- (2) offers broad job opportunities
- (3) type of work involved in this field
- (4) demand for people with this degree
- (5) prestige of the job

This conclusion is based on the findings that five factors had perceived mean importance scores in the "much importance" range (3.50-4.49). These included:

- (1) potential income (mean=4.16)
- (2) offers broad job opportunities (mean=4.14)
- (3) type of work involved in this field (mean=4.13)

(4) demand for people with this degree (mean=3.70)

(5) prestige of the job (mean=3.51)

The conclusions regarding "potential income" and "prestige of the job" are similar to other studies (Caballero and Dickinson, 1986; Kotrlik and Harrison, 1989). The conclusion regarding "potential income," and "offers broad job opportunities" is similar to the study of Vaughn (1988).

Based on these findings and conclusions, with regard to Business/Office Education, the researcher recommends that the curriculum be broadened to include more courses in management, communications, computer information systems, and management information systems. These curricular offerings should help to prepare business students for more job opportunities, should help to increase the demand for people with the degree, and should improve the image (prestige of the job) of the major.

13. Three factors which were perceived as the most influential in selecting a business major included:

(1) potential income

(2) offers broad job opportunities

(3) type of work involved in this field

This conclusion is based on the findings that the top three factors perceived as the single most influential in selecting a business major were:

(1) potential income (n=81, 22.8%)

(2) offers broad job opportunities (n=62, 17.4%)

(3) type of work involved in this field (n=60, 16.9%)

14. Four factors were perceived to have "some importance" in influencing students not to choose business education as a major, including:

- (1) potential income
- (2) does not offer broad job opportunities
- (3) type of work involved in teaching
- (4) I am not familiar with business education as a major.

These conclusions are based on the finding that the top four perceived factors which were in the "some importance" category in influencing students not to choose business education as a major were:

- (1) potential income (mean=3.13)
- (2) does not offer broad job opportunities (mean=3.03)
- (3) type of work involved in teaching (mean=2.96)
- (4) I am not familiar with business education as a major (mean=2.73).

15. Three factors--potential income, unfamiliarity with business education as a major, and type of work involved in teaching--were perceived as being the most influential in business students' decisions not to select business education as a major.

These conclusions are based on the finding that the top three factors perceived as the single most influential in not selecting business education as a major were:

- (1) potential income (n=77 or 22.9%)
- (2) I am not familiar with business education as a major (n=68 or 20.2%)
- (3) the type of work involved in teaching (n=60 or 17.9%)

This conclusion is similar to an assertion by Calhoun (1983) that business education needs to strengthen the recruitment program. The study by Gades and Culver (1982) which reaffirmed the need of a strong recruitment program for business education is also similar to this conclusion.

Based on these findings and conclusions, the researcher recommends that business educators develop an aggressive recruitment program to familiarize current students, as well as prospective students, with the new, emerging, or different career options available to business education graduates.

16. Computer Information Systems/Management Information Systems, Accounting, Office Administration/Office Management, and Marketing had favorable ratings by the respondents on perception statements regarding business majors or careers.

This conclusion is based on the finding that the four majors with the highest overall group mean subscores of agreement with perception statements were:

- (1) Computer Information Systems/Management Information Systems (mean=3.75)
- (2) Accounting (mean=3.62)

(3) Office Administration/Office Management

(mean=3.51)

(4) Marketing (mean=3.50).

17. Overall, the respondents were generally "undecided" regarding their perceptions of whether the business majors were favorable or unfavorable.

This conclusion is based on the finding that the mean scores (when comparing the perception scores of groups of majors toward specific majors) ranged from 3.42 to 3.35, with Business Administration having the highest score (3.42). There was no significant statistical difference among the mean scores of the groups.

This conclusion is in keeping with what Caballero and Dickinson (1986) pointed out about students choosing Business Administration.

18. The different groups of majors were similar in their overall perceptions of business majors.

This conclusion is based on the finding that the perception mean scores had a narrow range (3.42 to 3.35).

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APPENDIX A
Questionnaire and Cover Letters

APPENDIX A

**FACTORS AFFECTING STUDENTS' DECISIONS
TO SELECT A BUSINESS MAJOR**

The purpose of this survey is to identify factors which influence students in business to select their major field of study and factors which influenced them *not* to select other fields of study.

The ultimate benefits in this survey depend on the thoughtful responses and willing participation from those who are asked to help. Your willingness to participate is important and very much appreciated.

Your responses to the questions will be confidential. Your honest and candid answers will be appreciated.

Thank you for taking the time to complete the questionnaire.

Evaline Echols
Chairperson, Business Department
Lee College
Cleveland, Tennessee

FACTORS AFFECTING STUDENTS' DECISIONS TO SELECT A BUSINESS MAJOR

Part I

A. Which of the following business majors is the one you have selected or plan to select? Please check *only one* response.

- ☐ Accounting
- ☐ Business Administration/General Business Administration
- ☐ Business Education/Business Distributive Education/Business Marketing Education
- ☐ Computer Information Systems
- ☐ Economics
- ☐ Finance
- ☐ General Business
- ☐ Insurance
- ☐ Management
- ☐ Management Information Systems
- ☐ Marketing
- ☐ Office Administration/Office Management
- ☐ Public Administration
- ☐ Real Estate
- ☐ Statistics
- ☐ DOUBLE MAJOR: Please specify both primary and secondary:

Primary major _____ Secondary major _____

- ☐ OTHER: Please specify _____

B. Please rate the degree of desirability for EACH of the majors listed below. Circle the appropriate corresponding number using the scale provided (1= Very Undesirable Major to 5= Extremely Desirable Major).

- 1 - Very Undesirable Major
- 2 - Marginally Desirable Major
- 3 - Desirable Major
- 4 - Very Desirable Major
- 5 - Extremely Desirable Major

- | | | | | | |
|------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. Accounting | 1 | 2 | 3 | 4 | 5 |
| 2. Business Administration/General Business Administration | 1 | 2 | 3 | 4 | 5 |
| 3. Business Education/Business Distributive Education/Business Marketing Education | 1 | 2 | 3 | 4 | 5 |
| 4. Computer Information Systems | 1 | 2 | 3 | 4 | 5 |
| 5. Economics | 1 | 2 | 3 | 4 | 5 |
| 6. Finance | 1 | 2 | 3 | 4 | 5 |
| 7. General Business | 1 | 2 | 3 | 4 | 5 |
| 8. Insurance | 1 | 2 | 3 | 4 | 5 |
| 9. Management | 1 | 2 | 3 | 4 | 5 |
| 10. Management Information Systems | 1 | 2 | 3 | 4 | 5 |
| 11. Marketing | 1 | 2 | 3 | 4 | 5 |
| 12. Office Administration/Office Management | 1 | 2 | 3 | 4 | 5 |
| 13. Public Administration | 1 | 2 | 3 | 4 | 5 |
| 14. Real Estate | 1 | 2 | 3 | 4 | 5 |
| 15. Statistics | 1 | 2 | 3 | 4 | 5 |
| 16. OTHER: | 1 | 2 | 3 | 4 | 5 |

C. Please write the number of the major (see item B) that you would identify as the *single most desirable major*.

PLEASE GO TO NEXT PAGE ➡

D. There are a variety of reasons why people select a particular business major. Following is a list of possible reasons for selecting a major. For EACH reason please indicate how much influence it had on your decision to select your major by *circling* the appropriate number.

- 1 - No importance
- 2 - Little importance
- 3 - Some importance
- 4 - Much importance
- 5 - Very much importance

- | | | | | | |
|--------------------------------------------------------|---|---|---|---|---|
| 1. Potential income | 1 | 2 | 3 | 4 | 5 |
| 2. Opportunity to return home to a position | 1 | 2 | 3 | 4 | 5 |
| 3. To be of service to people | 1 | 2 | 3 | 4 | 5 |
| 4. Potential travel opportunities | 1 | 2 | 3 | 4 | 5 |
| 5. Parental influence | 1 | 2 | 3 | 4 | 5 |
| 6. To start my own business | 1 | 2 | 3 | 4 | 5 |
| 7. Prestige of the job | 1 | 2 | 3 | 4 | 5 |
| 8. Type of work involved in this field | 1 | 2 | 3 | 4 | 5 |
| 9. Demand for people with this degree | 1 | 2 | 3 | 4 | 5 |
| 10. Offers broad job opportunities | 1 | 2 | 3 | 4 | 5 |
| 11. Influence of high school guidance counselors | 1 | 2 | 3 | 4 | 5 |
| 12. Good preparation for graduate school | 1 | 2 | 3 | 4 | 5 |
| 13. To go into governmental politics | 1 | 2 | 3 | 4 | 5 |
| 14. Influence of a summer job | 1 | 2 | 3 | 4 | 5 |
| 15. Took related courses in high school | 1 | 2 | 3 | 4 | 5 |
| 16. Influence of friends | 1 | 2 | 3 | 4 | 5 |
| 17. Abundance of information supplied on major | 1 | 2 | 3 | 4 | 5 |
| 18. Influence of high school teacher | 1 | 2 | 3 | 4 | 5 |
| 19. OTHER: Please specify | 1 | 2 | 3 | 4 | 5 |

E. Please write the number of the item in the above list (item D) that was the *single most important factor* in selecting your major. _____

IF YOU ARE A BUSINESS EDUCATION MAJOR (preparing to teach business subjects), please SKIP ITEMS F and G and go on to Part II.

IF YOU ARE NOT A BUSINESS EDUCATION MAJOR, please continue with items F and G.

F. One possible major you could have selected was Business Education (preparation for teaching business subjects). From the following list of factors please indicate how much influence EACH had on your decision NOT to select Business Education as your major by *circling* the appropriate number.

- 1 - No importance
- 2 - Little importance
- 3 - Some importance
- 4 - Much importance
- 5 - Very much importance

- | | | | | | |
|-------------------------------------------------------------|---|---|---|---|---|
| 1. Potential income | 1 | 2 | 3 | 4 | 5 |
| 2. Little opportunity to return home to work | 1 | 2 | 3 | 4 | 5 |
| 3. Do not enjoy working with people | 1 | 2 | 3 | 4 | 5 |
| 4. Lack of travel opportunities | 1 | 2 | 3 | 4 | 5 |
| 5. Parental influence | 1 | 2 | 3 | 4 | 5 |
| 6. Want to start my own business | 1 | 2 | 3 | 4 | 5 |
| 7. Teaching is not a prestigious job | 1 | 2 | 3 | 4 | 5 |
| 8. The type of work involved in teaching | 1 | 2 | 3 | 4 | 5 |
| 9. No demand for people with this degree | 1 | 2 | 3 | 4 | 5 |
| 10. Does not offer broad job opportunities | 1 | 2 | 3 | 4 | 5 |
| 11. Not recommended by high school guidance counselor | 1 | 2 | 3 | 4 | 5 |

PLEASE GO TO NEXT PAGE ➡

- | | | | | | |
|----------------------------------------------------------------|---|---|---|---|---|
| 12. Does not prepare one for graduate school | 1 | 2 | 3 | 4 | 5 |
| 13. Does not prepare one to enter governmental politics | 1 | 2 | 3 | 4 | 5 |
| 14. No opportunity to test field with summer job | 1 | 2 | 3 | 4 | 5 |
| 15. Had no high school courses in business | 1 | 2 | 3 | 4 | 5 |
| 16. My friends did not choose this major | 1 | 2 | 3 | 4 | 5 |
| 17. I am not familiar with business education as a major | 1 | 2 | 3 | 4 | 5 |
| 18. Not recommended by high school teacher | 1 | 2 | 3 | 4 | 5 |
| 19. OTHER: Please specify | 1 | 2 | 3 | 4 | 5 |

G. Please write the number of the item from the above list (item F) that was the *single most important factor* in your decision NOT to select Business Education as your major. _____

Part II

DIRECTIONS: The following are statements about various business careers or majors. Please indicate your degree of agreement or disagreement with each statement by *circling* the appropriate response.

SD - Strongly disagree

D - Disagree

U - Undecided

A - Agree

SA - Strongly agree

- | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 1. People with strong mathematics aptitude do best in accounting. | SD | D | U | A | SA |
| 2. The brightest students in the business (school/department/program) major
in statistics | SD | D | U | A | SA |
| 3. Accounting is a boring major. | SD | D | U | A | SA |
| 4. If you cannot do anything else, you can be a business education teacher. | SD | D | U | A | SA |
| 5. Real estate is a poor major because of the depressed housing market. | SD | D | U | A | SA |
| 6. Business administration offers more opportunities than other business majors. | SD | D | U | A | SA |
| 7. The most glamorous business major is management. | SD | D | U | A | SA |
| 8. The principles and procedures used in accounting are more stable. | SD | D | U | A | SA |
| 9. A major in economics is too specialized. | SD | D | U | A | SA |
| 10. Computer science is the field of choice for nerds. | SD | D | U | A | SA |
| 11. Insurance is an up-and-coming field. | SD | D | U | A | SA |
| 12. The business program with the lowest prestige is marketing. | SD | D | U | A | SA |
| 13. Salaries of business education teachers are low. | SD | D | U | A | SA |
| 14. The business area with major ethical problems is finance. | SD | D | U | A | SA |
| 15. The need for support staff with office administration/office management skills
is increasing. | SD | D | U | A | SA |
| 16. Statistics majors are able to analyze and interpret business data effectively. | SD | D | U | A | SA |
| 17. People with insurance majors can find employment in a variety of locations. | SD | D | U | A | SA |
| 18. Economics majors have a good understanding of the world system. | SD | D | U | A | SA |
| 19. People who major in marketing become salespersons. | SD | D | U | A | SA |
| 20. Finance majors have the potential to have large incomes. | SD | D | U | A | SA |
| 21. There are high level positions in insurance. | SD | D | U | A | SA |
| 22. General business is too broad to prepare for most occupations. | SD | D | U | A | SA |
| 23. People in finance are concerned more with money than people. | SD | D | U | A | SA |
| 24. Computer information systems/management information systems prepare one
for broad job opportunities | SD | D | U | A | SA |
| 25. People who major in public administration are service oriented because their
organizations are concerned with government/non-profit organizations as opposed
to profit-making organizations. | SD | D | U | A | SA |
| 26. The office administration/office management major is for secretaries only. | SD | D | U | A | SA |
| 27. People in finance have little autonomy since their actions are controlled by
the government. | SD | D | U | A | SA |

PLEASE GO TO NEXT PAGE ➡

28. Those who major in business education can move with ease from the classroom to business.SD D U A SA
29. Public administration majors have the advantage of learning specific business skills in addition to gaining a broad perspective.SD D U A SA
30. People who major in insurance have less sensitivity to the needs of others.SD D U A SA
31. Accounting is too personal and deals with too many social issues.SD D U A SA
32. Statisticians manipulate data to fit the situation.SD D U A SA
33. There is not much demand for business education teachers.SD D U A SA
34. Public administration majors narrow their options in business.SD D U A SA
35. There is an increased demand for people with computer programming skillsSD D U A SA
36. Finance majors have more opportunities for employment in the exciting cities of the world.SD D U A SA
37. Business administration prepares one not only for a career but for everyday life.SD D U A SA
38. Economics is not considered to be a very interesting field.SD D U A SA
39. Real estate is a high risk career.SD D U A SA
40. Having a specialized major in finance will make one marketable.SD D U A SA
41. Computer majors are arrogant about their intelligence.SD D U A SA
42. A major in statistics is good preparation for graduate school.SD D U A SA
43. Public administration majors increase their opportunities for working in a government/non-profit setting.SD D U A SA
44. General business majors are not taught to think but rather to apply principles learned.SD D U A SA
45. Insurance is a high pressure career which offers little stability.SD D U A SA
46. The business administration major is too applied—not enough emphasis on principles and theory.SD D U A SA
47. The economics major is the most difficult of all business majors.SD D U A SA
48. A major in management sharpens one's communications skills.SD D U A SA
49. Accounting has less professional status than other business majors.SD D U A SA
50. People who major in office administration/office management have an excellent chance for promotion to management.SD D U A SA
51. Real estate is a good road to wealth.SD D U A SA
52. There is too much paper work involved in the field of insurance.SD D U A SA
53. Statistics will have no relevance in the "real world."SD D U A SA
54. In order to succeed in marketing, one often practices situational ethics.SD D U A SA
55. Teaching business helps one to polish his/her communication skills.SD D U A SA
56. Computer majors do not relate well to people.SD D U A SA
57. Business administration is more widely accepted than general business.SD D U A SA
58. Management prepares one for strategic planning in the small business as well as the large corporation.SD D U A SA
59. Statistics as a major is a narrow concentration.SD D U A SA
60. The credibility of real estate people ranks just above used car salespersons.SD D U A SA
61. Accounting is a growing field of employment with high paying jobs throughout the nation.SD D U A SA
62. Computer majors usually can work flexible hours.SD D U A SA
63. Real estate does not provide a steady income.SD D U A SA
64. Management is too specialized—it does not cover other business functions.SD D U A SA
65. General business provides a good base for graduate study in business or law school.SD D U A SA
66. A degree in management is not necessary to succeed because who you know is more important than what you know.SD D U A SA
67. Office administration/office management majors are less ambitious than other business majors.SD D U A SA
68. To be employed as an economist one must hold a Ph.D. in economics; therefore, a bachelor's degree alone is of little value.SD D U A SA
69. General business provides a broad background in business.SD D U A SA
70. Marketing allows interpersonal contacts.SD D U A SA
71. The interaction with students as a business education teacher is a rewarding experience.SD D U A SA

PLEASE GO TO NEXT PAGE ➡

72. General business prepares students for a wide spectrum of jobs.SD D U A SA
 73. Real estate provides for a flexible schedule in the work world.SD D U A SA
 74. The less academically-gifted students major in general business.SD D U A SA
 75. Marketing is a challenging and exciting career.SD D U A SA
 76. A career in management is becoming more popular because of the productivity crisis. ..SD D U A SA
 77. Creative persons tend to major in marketing.SD D U A SA
 78. Business administration majors are required to take too many quantitative courses.SD D U A SA
 79. A major in economics provides an excellent background for work with the government.SD D U A SA
 80. General business majors usually have a lower grade point average.SD D U A SA
 81. Office administration/office management majors must be willing to work in a subordinate role.SD D U A SA
 82. Public administration majors make less money than business majors such as finance and management.SD D U A SA
 83. Real estate allows one to pursue more than one career at a time.SD D U A SA
 84. Management majors are more concerned with status or position than quality of work. ...SD D U A SA
 85. People who major in office administration/office management usually have good organizational skills, as well as technical skills.SD D U A SA
 86. Public administration majors may have different views from other business majors since their main concern is not making a profit.SD D U A SA
 87. A major in business administration is too management oriented.SD D U A SA
 88. Economics majors are well prepared for a diversity of business occupations.SD D U A SA

Part III

DIRECTIONS: Please provide the following information by either writing in the information or selecting the appropriate response.

1. My age is _____
2. I am a ☐ female ☐ male
3. I am ☐ single
☐ widowed
☐ divorced or separated
☐ married
4. I was reared in a ☐ rural area
☐ town or small city
☐ large city
5. My mother's occupation is _____
 My father's occupation is _____
6. My cumulative GPA (grade point average) in college is _____



Department of Business

LEE COLLEGE

May 26, 1989

FIELD TESTING OF BUSINESS EDUCATION QUESTIONNAIRE

As a part of my Ph.D. program at Louisiana State University, I am doing a survey to determine the factors which are affecting students' decisions to select a Business major. In the fall I will collect the data in six universities in the state of Tennessee--those with membership in the National Association of Business Teacher Education. At the present time I am field testing the questionnaire, and I need your help.

Dr. Gary Moore, my major professor at LSU., and I have chosen you as one of 21 persons to evaluate the questionnaire and administer it to 8 or 10 students during the next three weeks. If you will not be teaching in the summer and your spring semester has ended, please evaluate the questionnaire and send me your comments.

My goal is to complete the field testing of this questionnaire by June 23. Therefore, if you can return your comments, along with the 8 or 10 completed questionnaires (if you are presently teaching) by June 21, I would appreciate it.

Thank you very much for your assistance.

Sincerely,

Evaline Echols, Chairperson
Business Department

EE/esw

Enclosures



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Department of Business

Lee College

September 5, 1989

Dear Dr.

Today I spoke with you by phone about coming to your campus sometime in September to survey two of your business classes. Enclosed is a copy of the questionnaire for your information.

Please call me as soon as you have been able to finalize the date for me to administer the questionnaire to two core business classes, preferably at the junior level.

You may call me (collect) at 615-478-7350 or 615-472-6483.

Thank you for your cooperation. I look forward to visiting your campus.

Sincerely,

A handwritten signature in cursive script, appearing to read "Evaline Echols".

Evaline Echols, Chairperson
Business Department

EE/las

Enclosure



151

Department of Business

Lee College

September 15, 1989

Dear Mr.

Dr. _____ has indicated that you have agreed for me to do the survey in your class on _____. Thank you for your cooperation.

Enclosed is a copy of the questionnaire I will use for the survey.

I look forward to visiting _____.

Sincerely,

Evaline Echols, Chairperson
Business Department

EE/law

Enclosure

APPENDIX B
MAJOR GROUPINGS

APPENDIX B**MAJOR GROUPINGS****ACCOUNTING GROUP**

Accounting
Computer Information Systems
Management Information Systems
Statistics

BUSINESS ADMINISTRATION GROUP

Business Administration
General Business
Public Administration

BUSINESS/OFFICE EDUCATION GROUP

Business Education
Office Administration/Office Management

ECONOMICS/FINANCE GROUP

Economics
Finance
Insurance
Real Estate

MANAGEMENT/MARKETING GROUP

Management
Marketing
Transportation/Logistics

APPENDIX C
CLASSIFICATION OF OCCUPATIONS

APPENDIX C

Dictionary of Occupational Titles

1. MANAGEMENT AND MARKETING*

Managerial and Management Related Occupations
Marketing and Sales Occupations

2. SCIENCE AND ENGINEERING

Engineers, Surveyors, Architects
Natural, Computer, and Mathematical Scientists
Technologists and Technicians (except Health)

3. LAW, SOCIAL SCIENCE, AND RELIGION

Lawyers, Social Scientists, Social Workers, and
Religious Workers

4. EDUCATION

Teachers, Librarians, and Counselors

5. HEALTH

Health Diagnosing and Treating Practitioners
Registered Nurses, Pharmacists, Dietitians, Therapists,
and Physician Assistants
Health Technologists and Technicians

6. COMMUNICATIONS

Writers, Artists, and Entertainers

7. ADMINISTRATIVE SUPPORT

Administrative Support Occupations, including Clerical

8. SERVICE AND AGRICULTURE

Service Occupations
Agriculture, Forestry, Fishing, and Related Occupations

9. PRODUCTION AND TRANSPORTATION

Production Occupations
Transportation and Material Moving Occupations

APPENDIX C - CLASSIFICATION OF OCCUPATIONS**10. MECHANICS AND CONSTRUCTION**

**Mechanics, Installers, and Repairers
Construction Trades and Extractive Occupations**

11. ARMED FORCES (active or retired)**12. RETIRED**

***Those persons who were designated as "self-employed" are listed under the Management/Marketing classification.**

APPENDIX D
OTHER REASONS FOR SELECTING A MAJOR
QUESTIONNAIRE - Part I-D

APPENDIX D

OTHER REASONS FOR SELECTING A MAJOR

Part I-D-Questionnaire

1. Influence of Aunt and Uncle
2. I'm good at it.
3. Interesting (working team)
4. Need for training at high school level for future secretaries
5. It's exciting to me.
6. Myself
7. Personal interest/satisfaction
8. Full-time work experience convinced me to earn a college degree--no advancement without college degree.
9. Personal interest
10. Influence of brother
11. I work an internship in field.
12. Influence of father
13. Like what you are into
14. Enjoyed it in high school course
15. Expand education in field
16. Friend told me about the major
17. Master's degree available at MTSU
18. Career position
19. Influence of inroads
20. I work in a related field

APPENDIX D (continued)

21. I am good at it
22. Experiences led me to enjoy it
23. Computer Public Relations interest
24. Spouse/Children
25. Love working in a hospital
26. Use of my own creativity
27. Experience in field
28. My love to help people
29. Military training on computer
30. Second career
31. As a divorcee, I've had to make a career with what I
received in high school. This has influenced my
decision, as well as having a handicapped child.
32. Variety of people met
33. Desire to be in control
34. Personal application
35. Personal interest in it
36. Freedom
37. The demand of the job itself
38. Interested in the field
39. Influence of a current job
40. Influence of the Dean of the College
41. Gifted with working with numbers
42. Good college professors

APPENDIX E

OTHER REASONS NOT TO SELECT BUSINESS EDUCATION AS A MAJOR

Questionnaire- Part I-F

APPENDIX E

OTHER REASONS NOT TO SELECT BUSINESS EDUCATION AS A MAJOR

Part I-F - Questionnaire

1. Do not enjoy teaching
2. Do not feel I am right for this field
3. Do not want to teach business
4. I never considered it
5. Family
6. Memphis State does not offer it
7. Not given as a major
8. Don't want to teach
9. Had no desire to teach
10. Not interested
11. Doesn't pay well enough
12. Not interested in teaching
13. Did not care to ever teach
14. Not my bag
15. Wasn't interested
16. No interest in this field
17. Do not believe I have the qualities
18. Never really thought or heard about it
19. I was not informed of business education until recently.
I wish I had known about it when I was a freshman.
20. Length of time to get a Ph.D.

APPENDIX E (continued)

21. More interested in teaching English
22. No interest
23. Didn't see it as a choice
24. Politics and career ladder
25. See teaching as something to occupy me after I retire
early
26. Have no desire to be a teacher
27. Not interested in teaching due to low salary
28. Never had any influence to teach
29. Never heard of this major
30. Not what I'm interested in
31. Introvert personality
32. Never considered it

APPENDIX F
OCCUPATION OF MOTHER
Questionnaire - Part III-5

APPENDIX F

OCCUPATION OF MOTHER

Part III-5 - Questionnaire

- | | |
|-------------------------------|-------------------------|
| 1. Nurse's aid | 24. High school teacher |
| 2. Nurse | 25. Executive Assistant |
| 3. Teacher's aid | 26. High school teacher |
| 4. Housewife | 27. Self-employed |
| 5. Teacher | 28. Health occupation |
| 6. Office Administrator | 29. Teacher |
| 7. Secretary | 30. Housewife |
| 8. Housewife | 31. Loan officer |
| 9. Engineer | 32. Retired |
| 10. Optician's Assistant | 33. Self-employed |
| 11. Housewife | 34. Teacher |
| 12. Laboratory Technician | 35. Retired |
| 13. Data Entry | 36. Teacher |
| 14. Housewife | 37. Bank Teller |
| 15. Bookkeeper | 38. Accountant |
| 16. English teacher/Librarian | 39. Computer Operator |
| 17. Nurse | 40. Factory worker |
| 18. Librarian | 41. Housewife |
| 19. Housewife | 42. Housewife |
| 20. Housewife | 43. Housewife |
| 21. Housewife | 44. Secretary |
| 22. Salesperson | 45. Optometrist |
| 23. Elementary school teacher | Assistant |

APPENDIX F - OCCUPATION OF MOTHER (continued)

46. Retail store	69. Housewife
47. Housewife	70. Retired teacher
48. Office Manager	71. Bank loan secretary
49. Order Correspondent	72. Nurse
50. Church Secretary	73. Teacher
51. Production Worker	74. College Professor
52. Housewife	75. Housewife
53. U. S. Postal Service	76. Retired
54. Bookkeeper	77. Housewife
55. Executive Secretary	78. Housewife
56. Insurance Salesperson	79. Secretary
57. Farmer	80. Small business owner
58. Teacher	81. Real Estate
59. Retired	82. Self-Employed
60. Secretary/Elementary School	83. Salesperson
61. IRS Lead Tax Examiner	84. Teacher
62. Office Manager	85. Homemaker
63. Teacher	86. Housewife
64. Self-Employed	87. Executive Secretary
65. Insurance Salesperson	88. Property Manager
66. Factory Worker	89. Secretary
67. Housewife	90. Housewife
68. Secretary	91. Nurse's Aid
	92. Administrative Asst.
	93. Secretary

APPENDIX F - OCCUPATION OF MOTHER (continued)

94. Rehabilitation	116. Secretary
95. Clerk - Board of Education	117. Housewife
96. Bookkeeper	118. Math Teacher
97. Accountant	119. Accountant
98. Marketing Representative	120. Office Manager
99. Housewife	121. Housewife
100. Homemaker	122. Supervisor of Nurses
101. Executive Secretary	123. Newspaper Writer
102. Administrative Asst.	124. Administrative Asst.
103. Secretary	125. Housewife
104. Housewife	126. Retired
105. Nurse	127. Housewife
106. Sales Representative	128. Pharmacist Asst.
107. Special Education Administrator	129. Math Teacher
108. Human Resources Dept.	130. Assistant Manager
109. Lab Technician Services	131. Housekeeper
110. Retired	132. Housewife
111. Factory Worker	133. Machine Operator
112. Owner/Salesperson	134. Bookkeeper
113. Housewife	135. Banking
114. College Professor	136. Factory Worker
115. Piano Teacher	137. Minority Affairs Coordinator
	138. Manager-Fabric Store

APPENDIX F - OCCUPATION OF MOTHER (continued)

139. Secretary	161. Housewife
140. Housewife	162. High School Teacher
141. Auditor	163. Frito Lay Worker
142. Homemaker	164. Teacher
143. Supervisor	165. Factory Worker
144. Estee Lauder Representative	166. Computer Information Systems Professor
145. Relief Operator	167. Insurance
146. Claims Officer	168. Housewife
147. Secretary	169. Housewife
148. Real Estate Sales	170. Sales Representative
149. Motel Owner	171. Assembler/Northern Telecom
150. Housewife	172. Nurse
151. Bank Teller	173. Teacher
152. Office Administrator	174. Cosmetologist
153. Teacher	175. Banking
154. Cosmetologist	176. Supervisor
155. Housewife	177. Retired Teacher
156. Librarian	178. Registered Nurse
157. Self-Employed	179. Machine Operator
158. Housewife	180. AT&T
159. Dental Hygienist	181. Nurse
160. Secretary-University of Tennessee at Knoxville	182. Nurse' Aid
	183. Factory Worker

APPENDIX F - OCCUPATION OF MOTHER (continued)

184. Secretary	207. Factory Worker
185. Training Manager	208. Registered Nurse
186. Hospital Worker	209. Beautician
187. Asst. Dean of Students	210. Cook
188. Homemaker	211. Housewife
189. Federal Express	212. Social Worker
190. Secretary	213. Housewife
191. Nurse	214. Bank Customer Service Rep.
192. Civil Service	215. Sales Trainer
193. Housewife	216. Materials Weapons Dispatcher
194. Cook	217. School Teacher
195. Homemaker	218. Registered Nurse
196. Hair Stylist	219. Administrative Support
197. Blue Collar	220. Teacher
198. Nurse	221. Dietician
199. Housewife	222. Real Estate
200. Asst. Principal	223. Teacher
201. Health Service Technician	224. Secretary
202. Homemaker	225. Personnel Manager
203. Principal/Professor	226. Sales Order Clerk
204. Printer/Feeder	227. Salesperson
205. Supervisor	228. Homemaker
206. Nurse	

APPENDIX F - OCCUPATION OF MOTHER (continued)

229. Materials Control Coordinator	253. Factory Worker
230. Administrative Asst.	254. Child Sociologist
231. State Worker	255. Housewife
232. Housewife	256. Bus Driver
233. Factory Worker	257. School Teacher Asst.
234. Computer Operator	258. Seamstress
235. Salesperson	259. Production Manager
236. Homemaker	260. Housewife
237. Binder	261. Factory Worker
238. Teacher	262. Housewife
239. Store Clerk	263. Bank Officer
240. Teacher	264. Salesperson
241. Housewife	265. High School Teacher
242. Banker	266. Legal Secretary
243. Homemaker	267. Housewife
244. Receptionist	268. Teacher
245. Factory Worker	269. Bank Teller
246. Factory Worker	270. Office Worker
247. Housewife	271. Housewife
248. Teamster	272. Beautician
249. Beautician	273. Business
250. Housewife	274. Retired
251. Homemaker	275. Nurse Technician
252. Factory Worker	276. Homemaker
	277. Store Manager

APPENDIX F - OCCUPATION OF MOTHER (continued)

278. High School Teacher	303. Retired
279. Housewife	304. Florist
280. Machinist	305. Dietician
281. Housecleaner	306. Computer Information
282. Housewife	Systems
283. Teacher	307. Teacher
284. Postal Clerk	308. Housewife
285. Teacher	309. Psychiatric Social
286. Family Business	Worker
287. Retail Merchandising	310. Teacher
288. Teacher	311. Nurse
289. Registered Nurse	312. Housewife
290. Cashier	313. Office Manager
291. Housewife	314. Supervisor
292. Teacher	315. Housewife
293. Holiday Inn Clerk	316. Secretary
294. Drafting	317. Bookkeeper
295. Office Assistant	318. Teacher
296. Dental Assistant	319. Plant Supervisor
297. Housewife	320. Cook
298. Fashion Designer	321. Computer Programmer
299. State Employee	322. Service
300. Homemaker	323. Secretary
301. Writer	324. Nurse
302. Florist	325. Insurance

APPENDIX F - OCCUPATION OF MOTHER (continued)

326. Factory Employee	335. Medical Technologist
327. Teacher	336. Office Manager
328. Housewife	337. Retired R. N.
329. State Worker	338. Housewife
330. Doctor's Asst.	339. Secretary
331. Supervisor	340. Teacher
332. High School Teacher	341. Administrative Asst.
333. Asst. to Husband	342. Housewife
334. Medical Technologist	

APPENDIX G
OCCUPATION OF FATHER
Questionnaire - Part III-5

APPENDIX G

OCCUPATION OF FATHER

Part III-5 - Questionnaire

- | | |
|----------------------------|--------------------------|
| 1. Retired - U. S. Army | 24. Contractor |
| 2. Engineer | 25. PBX Installer |
| 3. Supervisor-Chemical Co. | 26. Boys' Club |
| 4. Insurance | Executive |
| 5. Owner-Construction Co. | 27. Supervisor |
| 6. Teacher | 28. Foreman |
| 7. Retired - U. S. Navy | 29. Supervisor |
| 8. Assistant Engineer | 30. Computer Systems |
| 9. Supervisor | Analyst |
| 10. Self-Employed | 31. Self-Employed |
| 11. Engineer | 32. IBM-Source Inspector |
| 12. Production Supervisor | 33. Auto Mechanic |
| 13. Director of Marketing | 34. Research/Development |
| 14. Toolmaker | Director |
| 15. Coal-Miner | 35. Retired |
| 16. Accountant | 36. Self-Employed |
| 17. Real Estate | 37. Sales Representative |
| 18. Supervisor | 38. Retired |
| 19. Production Engineer | 39. Retired |
| 20. Bank Manager | 40. Construction |
| 21. Truck Supervisor | Engineer |
| 22. Truck Driver | 41. Teacher |
| 23. High School Teacher | 42. Blueprint Reader |

APPENDIX G - OCCUPATION OF FATHER (continued)

43. Welder	67. Commodity Broker
44. Foreman-Bowater	68. Small Business Owner
45. Accountant	69. Insurance Marketing Representative
46. Golf Professional	70. Computer Programmer
47. Sales Manager	71. Salesperson
48. Electrician	72. Superintendent-Dupont
49. High School Teacher	73. Asst. Superintendent-Memphis City Schools
50. Construction Worker	74. Executive Vice President-Bank
51. Owner-Transportation Co.	75. Blue Collar Worker
52. Senior Lab Technician	76. Self-Employed
53. Manager -Eastman	77. Sales Representative
54. Electrical Engineer	78. Steel Fabricator
55. Retired	79. Safety Engineer
56. Technician-Sears	80. Fireman
57. Self-Employed	81. Assistant Supervisor
58. Executive Vice-President	82. Small Business Owner
59. Division Manager	83. Salesman
60. Bank Trust Officer	84. Self-Employed
61. Farming	85. Salesperson
62. Salesman	87. Pharmacist
63. Retired	
64. Superintendent-Warehouse	
65. Sales Manager	
66. Football Coach	

APPENDIX G - OCCUPATION OF FATHER (continued)

88. Salesman	112. Self-Employed
89. Restaurant Owner	113. Vice-President of Engineering
90. Truck Driver	114. Retired
91. Bio-Medical Engineer	115. Bus Driver
92. Businessman	116. Banker
93. Salesman	117. Tennessee Valley Authority Electrical Inspector
94. Truck Driver	118. Accountant
95. Retired	119. Blue Collar Worker
96. High School Principal	120. Computer Machinist
97. Truck Driver	121. Salesman
98. Real Estate	122. Sales Manager
99. Cable Splicer	123. Distributor
100. South Central Bell	124. Retired
101. Electrician	125. Mechanic
102. Bonds Salesman	126. Waste Consultant
103. Electronic Technician	127. Retired
104. Sales/Repairman	128. Sales Manager
105. Manufacturing Representative	129. Die Setter
106. IBM Computer Representative	130. Insurance
107. District Manager-Sherwin Williams	131. Manager
108. Sales Executive	132. Retired
109. Lawyer	133. Motel Innkeeper
110. Finance Director	
111. Clergy/Mental Health	

APPENDIX G - OCCUPATION OF FATHER (continued)

134. Vice-President of Engineering	156. Factory Employee
135. Computer Programmer	157. Insurance
136. Factory Worker	158. Retired Educator
137. Technician	159. Systems Analyst
138. Operation Manager	160. Purchaser
139. Economist	161. Supervisor
140. Produce Clerk	162. Auditor
141. IRS Regional Manager	163. Engineering Consultant
142. Retired	164. Maintenance Worker
143. South Central Bell	165. Serviceman
144. Banker	166. Medical Doctor
145. Historian	167. Computer Informa- tion Systems Professor
146. Manager/Co-Owner of Business	168. Self-Employed
147. Dean of Business at University	169. Electronics
148. Railroad Company	170. Insurance
149. Elevator Operator	171. Bus Driver
150. Construction Worker	172. Self-Employed
151. Manager of Engineering	173. Hospital Food Service
152. Motel Owner	174. Mailman
153. Mailman	175. Minister
154. Park Ranger	176. Self-Employed
155. Car Salesman	

APPENDIX G - OCCUPATION OF FATHER (continued)

177. Self-Employed	201. Medical Doctor
178. Salesman	202. Minister
179. Technical Engineer	203. Farmer
180. President-Construction Company	204. Production Company
181. Warehouse Clerk	205. Janitor
182. State Industries	206. Factory Worker
183. Dialysis Technician	207. Farmer
184. Construction Worker	208. Food Service Director
185. Masonry Worker	209. Policeman
186. Operations Manager	210. Architect
187. Autobody Manager	211. Music Instructor
188. Repairman	212. Accounts Manager
189. Self-Employed	213. Civil Engineer
190. Shipping Clerk	214. Professor
191. Supervisor	215. Retired
192. Custodian	216. Real Estate
193. Retired	217. Postal Clerk
194. Armed Forces	218. Minister
195. Engineer	219. Foreman
196. Navy Veteran	220. Principal
197. Retired	221. Foreclosure Adjuster
198. Payroll	222. Director of Computer Services
199. Retired	
200. Principal	

APPENDIX G - OCCUPATION OF FATHER (continued)

223. Architect	244. Supervisor
224. Boiler-Maker	245. Truck Drive
225. Welder	246. Lab Technician
226. Insurance Agent	247. Pipe Fitter
227. Machine Tool Operator	248. Business Manager
228. Supervisor	249. General/U. S. Army
229. Retired	250. Foreman
230. Statistician/ Civil Service	251. Coal Miner
231. Farmer	252. Contractor
232. Office/Credit Manager	253. Farmer
233. Engineer	254. Salesman
234. Store Clerk	255. Retired
235. Minister	256. Carpenter
236. South Central Bell	257. Business Owner
237. Lineman	258. Power House Operator
238. Machinist	259. Lab Technician
239. Blue Collar Worker	260. Physician Asst.
240. Retired	261. Manager
241. National Guard/ Civil Service	262. Salesman
242. State Employee	263. Stock Promotion Operator
243. Retired/Army	264. Construction Worker
	265. Plant Supervisor
	266. Tire Business

APPENDIX G - OCCUPATION OF FATHER (continued)

267. Carpenter	290. Surgeon
268. Supervisor	291. Engineer
269. Business	292. Insurance Salesman
270. Retired	293. Self-Employed
271. Department Head/ Hospital	294. State Employee
272. Factory Worker	295. Business
273. Meteorologist USAF	296. Management
274. Retired	297. Stock Farm Manager
275. Self-Employed	298. Hairdresser
276. Asst. Plant Manager	299. Music Producer/CBS
277. Insurance	300. Magnovox
278. Civil Engineer	301. President/Owner, Heating & Air Co.
279. Body Repair	302. Teacher
280. Tool and Dye Maker	303. Grocery Store Owner
281. Family Business	304. Mechanical Engineer
282. Real Estate	305. Clinical Psychologist
283. Vice President/Yale Security, Inc.	306. Personnel Manager
284. General Contractor	307. Plant Machine Operator
285. Packaging Clerk	308. Bank President
286. Electrical Engineer	309. Engineering Manager
287. Owner/Furniture Store	310. Real Estate Broker
288. Supervisor	311. Supervisor
289. Chemist	

APPENDIX G - OCCUPATION OF FATHER (continued)

312. Carpenter	320. Executive
313. Physician	321. Chemical Engineer
314. District Manager/ Insurance Co.	322. Engineer
315. Superintendent	323. Real Estate
316. Plant Manager	324. Financial Manager
317. Plant Worker	325. Retired/Architect
318. Retired/Military	326. Dentist
319. Sales	327. Professor
	328. Chemist

VITA

Evaline Echols is a native Alabamian. She graduated from Emma Sansom High School in Gadsden, Alabama as salutatorian of her class. She received her Bachelor of Science in Business degree from Lee College, Cleveland, Tennessee, where she graduated with honors (Summa Cum Laude). Her Master of Education in Business Education was earned at the University of Tennessee at Chattanooga.

For over twenty-five years she served as secretary/administrative assistant to the president of Lee College, during which time she taught part-time in the business department at the college and continued her education. She is listed in "Outstanding Young Women of America" and was named "Secretary of the Year" in Cleveland, Tennessee during her tenure as secretary/administrative assistant.

She presently serves as Chairperson of the Business Department and Associate Professor of Business at Lee College (Cleveland, Tennessee), a post which she has held for the past six years. For one year, while pursuing her doctorate, she taught business education courses at Louisiana State University as part of a graduate assistantship.

As a writer and speaker, she is frequently asked to participate in professional meetings and seminars. She has written one book, Climb Up Through Your Valleys, published by Pathway Press, Cleveland, Tennessee, and recently completed a second manuscript, Mount Up With Wings, for publication.

She has contributed frequently to publications of her church denomination.

Evaline has two children, Eddie and Sharon, who live in Atlanta, Georgia. Eddie and his wife, Sherry, have two children, Darren and Drew.

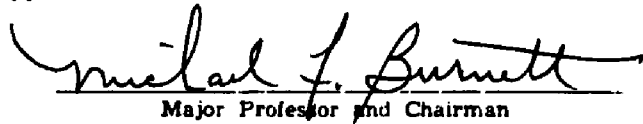
DOCTORAL EXAMINATION AND DISSERTATION REPORT

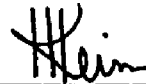
Candidate: Evaline Echols

Major Field: Vocational Education

Title of Dissertation: Factors Influencing the Selection of Business Majors
as Perceived by University Business Students

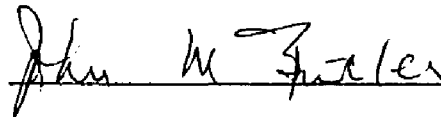
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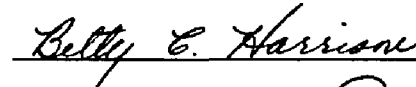

Major Professor and Chairman

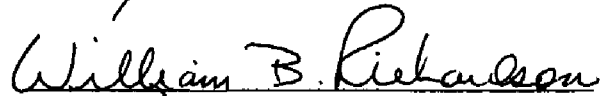


Dean of the Graduate School

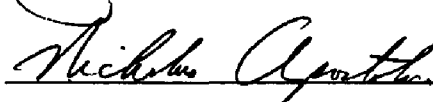
EXAMINING COMMITTEE:











Date of Examination: June 27, 1990